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ABSTRACT

With greater emphasis being placed on vocational and technical education, there is an increasing demand for people to fill leadership roles at the local, state, and national levels of supervision. This demand prompted the establishment of an 8-day leadership institute for 20 western states. Nationally recognized experts participated in the institute and actively involved the 34 participants. The participants were provided with up-to-date information in vocational and technical education and were asked to prepare a plan of action that could be implemented upon their return home. Evaluation of the conference was done on a continuous basis by the participants as well as by an outside group. The institute was rated highly successful on the basis of evaluations, the followup of the participants, and feedback. This final report includes methods and procedures used by the institute and supplementary and appendix material. (JS)

ED0 42037

Final Report

Project No. 8-0360
Grant No. OEG-0-8-080360-3580(085)

# LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE WESTERN STATES

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Institute Director - Cas Heilman
Editor - Mildred Matthews

Oregon State University
Corvallis, Oregon

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March 1969

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Office of Education
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# Preface

Thirty-four participants from the twenty western states participated in the Leadership Development Institute for Vocational-Technical Education Personnel in the Western States at Oregon State University July 28-August 4, 1968. This institute, part of ongoing programs sponsored by the U. S. Office of Education, Bureau of Research, had as its primary purpose to improve the leadership competencies of professional vocational technical education personnel responsible for program development and implementation.

Selected participants held positions of leadership on the local, secondary, community college, teacher education and state department levels. It was the intent of the week's activities to take this heterogeneous group through numerous activities ranged from sensitivity sessions to formal presentations to developing individual plans of action to be implemented upon returning home.

This report attempts to describe the planning, organization, program activities and follow-up evaluation of the institute. Only an abbreviated attempt was made to include specific details of consultant presentations, since in almost every case the resource people were requested and did a magnificent job of involving participants in activities that made the material relevant and within the participants' frame of reference.

Recognition should be given to the Oregon State University staff members especially Anita Whittle, Administrative Assistant, Mel Miller, Evaluation Team Chairman, and the vocational education leadership interns whose presence, activities, and assistance made the week progress smoothly. Additional recognition should be awarded the fine, professional and enthusiastic participants, who gave so fully of themselves during the institute and have cooperated so generously in the institute follow-up.

Cas Heilman
Institute Director

# Forward

There is a critical need for vocational-technical education leaders who function from a sound theory of leadership, who have direction and consistency in their behavior and who implement conscious, intellectual, rational decision making. The Leadership Development Institute for Vocational-Technical Education Personnel in the Western States directed itself towards this end.

It is anticipated, and evidence is contained herein, that outcomes of the program will be of direct significance to the states and local districts from which participants came. Indirect, widespread and long-term benefits are expected as participants implement leadership roles.

In attempting to accomplish the institute objectives, nationally recognized experts were invited to present information and actively involve the group in leadership processes. These consultants included personnel from the U. S. Office of Education, The Ohio State Center for Vocational-Technical Education, American Vocational Association, selected universities, private business, and Oregon State University staff members.

Each selected participant of the institute was assigned an active leadership role while at the Institute. There was prepared a plan of action that could be implemented when each returned to his place at one of the western states. These two roles provided active involvement during the Institute and provided a stimulus in the implementation of long-range plans.

The continuous evaluation during the Institute and the follow-up evaluation provide a feedback that is most beneficial; from this evaluation we conclude the Institute was highly successful from the participants' viewpoint. We found the Institute personally and professionally rewarding. Our thanks to those who made it so; may our paths cross often in future ventures.

Henry TenPas
Project Director

# DIRECTORY

## Staff - Leaders

### Resident Staff

**Henry A. TenPas** — **Project Director**

Director of the Division of Vocational Education, School of Education, Oregon State University. B. S. University of Wisconsin; M. S. Oregon State University; Ed. D. Washington State University. Experience includes teaching in Wisconsin and Oregon, including Oregon State University; on faculty at Washington State University; Head of Agricultural Education at Oregon State University. Publications, research and leadership role experience include: "Life Adjustment of Education" in Better Farming Methods; serving as Chairman of the Council on Curriculum and Academic Policy at Oregon State University 1960-1965; Comprehensive Program in Vocational Education; Occupational Emphasis in Comprehensive High Schools; Determining Educational Needs in Salem Public Schools; Survey of Vocational Education in Klamath County; Follow-up of Molalla High School Graduates; Horticulture Program for Portland Area; Director, Follow-up Study to Assess Curriculum Development Institute and Evaluate Guide to Curriculum Development (USOE-OEG-9-8-081076-0130-010) June, 1968; Director, Research Coordinating Unit, USOE, February, 1968; Business Manager of Agricultural Education Magazine, 1957-1962; President, Western Regional Teacher Education Association, 1955; Member USOE Policy Committee, 1955; President Phi Kappa Phi, Oregon State University, 1962. Professional and Academic membership in Oregon Vocational Agricultural Teachers Association, Oregon Vocational Association, American Vocational Association, Oregon Association of Secondary School Principals, American Association of University Professors, Western Region Teachers Education Association, Phi Kappa Phi, Phi Delta Kappa, and Alpha Gamma Rho.

**Cas F. Heilman** — **Institute Director**

Instructor, School of Education, Oregon State University. B.S., Ed. M., Oregon State University. Experience includes teaching at Clackamas High School and Wy'east High School in Oregon; Director of Vocational Education in Hood River County Schools; Consultant, OCCI Small Schools Project; Participant, Agricultural Work-Experience Programs, Colorado State University and Graduate

Assistant at Oregon State University. Publications, research and leadership role experience include: Editor, Oregon Vocational Agriculture Teachers Association Newsletter, Vocational Education in Hood River County Schools, Utilization of Student and Employment Data in Vocational Planning; editor, treasurer, secretary and vice-president, Oregon Vocational Agriculture Teachers Association; Internship in Vocational Education Leadership; proposal writing for Vocational Education Division, Oregon State University; experimental class, "School in American Life." Professional and Academic membership in Oregon Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, Oregon Vocational Association and member of the Executive Committee, AVA, OEA, NEA, Oregon Council of Local Administrators of Vocational and Practical Arts Education, Alpha Zeta of Phi Kappa Phi.

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Administrative Assistant, Division of Vocational Education, School of Education, Oregon State University. B. S., Ed. M., Oregon State University. Experience includes serving as Vocational Agriculture Teacher, Perrydale and Dallas High Schools; Vice-Principal, Dallas High School and Principal, Tillamook High School. Publications and research include: Using Student Council Committees, The Role of Internship and Field Experience Programs in Developing Selected Competencies in Adult Educators. Leadership on Curriculum and Policy Committee; Division of Vocational Education, Title I, High Education Committee, Oregon State University; Permanent Program Committee, Oregon Association Secondary School Principals. Professional and Academic membership in Oregon Education Association, National Education Association, Oregon Association Secondary School Principals and National Association Secondary School Principals.

**Anita Whittle** **Administrative Assistant**

Administrative Assistant (1965 to present), Division of Vocational, Adult and Community College Education, School of Education, Oregon State University. Experience includes establishing accounting system for Research Coordinating Unit, Oregon State University; organizing Seminar on The Disadvantaged; exercising public relations; budget control and Seminar arrangements; organized Institute for Curriculum Development and edited Curriculum Guide developed during the Institute; Coordinated Central Advisory Panel, Research Coordinating Unit activities; edited Oregon Vocational Education Newsletter. Supervisory and leadership role in Oregon State

University's Office of Publications, where assisted in organization of annual workshop: "Improving College and University Teaching;" established bookkeeping and mailing procedures for Northwest Business Review; charge of sale of publications, Oregon State University Press; Supervising Cashier, Public Loan Corporation, where audited books; trouble shooter for bookkeeping and personal problems; responsible for funds. Attended Central Missouri Business College, Emporia State Teachers College and Oregon State University.

Interns at Oregon State University who assisted in Institute planning and coordination were: Everett Arnold, Katherine Barrnett, Ronald Daugherty, Glen Neilsen, Robert Shaw, and Hartley Troftgruben.

Secretaries: Karen Reynolds and Carol Warren.

## Resident Consultants

### Dr. Keith Goldhammer

Dean, School of Education, Oregon State University. B. A., Reed College, Portland; M. A. and Ph. D. University of Oregon. Past experience includes positions from teacher through superintendent of public schools in Oregon, Associate Professor and Professor of Education at The University of Oregon; Associate Dean, School of Education and Director of The Bureau of Research, University of Oregon.

### Dr. Robert W. Henderson

Assistant Director, Oregon Agricultural Experiment Station, Oregon State University. B. S., Oregon State University, Corvallis, Oregon; graduate studies at Cornell University and University of Minnesota. Ph. D. Plant Genetics. Past experience includes The Sherman Branch Experiment Station; The United States Department of Agriculture, Oregon State University Agricultural Experiment Station Administrator. Served as Chief of Party, Oregon State Advisory Staff, Kasetsart University, Bangkok, Thailand.

### Ronald E. Kaiser

Unit Director, Oregon Research Coordinating Unit. B.S., M. S. Oregon State University; anticipated Ed. D., June 1969. Past experience includes: Supervisor, Division of Vocational Education Research, Oregon State Department of Education; Assistant Director and Education Specialist, Oregon Research Coordinating Unit.

Dr. David Nicodemus

Dean of Faculty and Professor of Physics, Oregon State University. B. A., DePauw University, Indiana; Ph. D. Stanford University, Palo Alto, California. Served as Physicist, then Consultant, Los Alamos Scientific Laboratory; Instructor of Physics, Stanford University. At Oregon University since 1950 where he has been Professor of Physics and is Dean of Faculty.

Ronald Petrie

Director, Upward Bound, Oregon State University. B. S., Oregon College of Education, Monmouth, Oregon; M. S., Oregon State University, Corvallis, Oregon; Doctoral Candidate, Oregon State University. Served as Director of Migrant Education, Oregon State Department of Education; Migrant and Disadvantaged Education Analyst, Office of Economic Opportunity, Washington, D. C.; Consultant on Methodology and Curriculum for Disadvantaged for the University of the State of New York and New York Department of Education.

## Institute Leaders

Mary P. Allen

Director, Public Information Services, American Vocational Association, Washington, D. C.

Dr. Melvin L. Barlow

Professor of Education, University of California and State Director Advisory Council on Vocational Education, United States Office of Education. A. B. and M. S., University of Southern California; Ed. D., University of California. Served as Research Physicist and Petroleum Production Engineer; teacher-administrator, high school and community college; assistant supervisor and supervisor Trade and Industrial Teacher Training; Lecturer, Associate Professor and Professor in Education. Director, Division of Vocational Education and Advisory Council on Vocational Education. Consultant, then Member of Evaluation Team, Project in Turkey.

**Dr. George Brain**

Dean, School of Education, Washington State University, Pullman, Washington. B. A. and M. A., Central Washington State College; Ed. D., Teachers College Columbia University. Has served as Instructor, Lecturer, Visiting Professor and Professor of Colleges and Universities as well as being an administrator in public schools and university situations. Has been chairman of a Fulbright Group and Educational Policies Commission, on Board of Directors of the Northwest Educational Research Laboratory and President, American Association of School Administrators. Recipient of numerous civic awards and a member of editorial advisory boards for journals, magazines and the World Book Encyclopedia.

**Dr. David Bushnell**

Director, Division Comprehensive and Vocational Education Research, Bureau of Research, U. S. Office of Education. B. A. and M. A., University of Chicago and Research Fellow in Department of Sociology, University of Washington where he completed requirements for Ph. D. except dissertation. Served as Research Social-Psychologist, Stanford Research Institute; Personnel Administrator, Administrative Assistant and Consultant on Management Communications at IBM's Corporate Headquarters; taught Industrial Psychology and Human Relations.

**Gerald Frank**

Special Assistant to U. S. Senator Mark Hatfield. Education: Stanford University, Loyola University with Honor Bachelor of Arts and Master of Arts from Cambridge University, England. Director: United States National Bank of Oregon, Salem Federal Savings and Loan Association, Standard Insurance Company, Commonwealth, Inc. Occupation: Vice-President and Store Manager, Meier and Frank Company. Recipient, Pacific Northwest "Service to Mankind" Award, Sertoma International; Silver Beaver Award, Boy Scouts of America. Named State of Oregon Outstanding Salesman.

**Dr. Leon Fine**

Director, Seminars in Group Processes

Russell P. Journigan

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Edward Mitchell

Director, North Branch, Young Men's Christian Association, Portland, Oregon.

George Smith

Educational Director, Warm Springs Indian Reservation, Warm Springs, Oregon.

Dr. Ward Sybouts

Chairman, Department of Secondary Education, University of Nebraska. B. S., M. Ed., D. Ed., University of Oregon. Served as teacher, principal and superintendent of public school; staff, University of Nebraska, Department of Educational Administration and Secondary Education. Director of Project OEG-85068, U. S. Office of Education.

Dr. Robert Taylor

Director, The Center for Research and Leadership Development in Vocational and Technical Education (includes ERIC Clearinghouse); Professor of Agricultural Education and of Education, Ohio State University. Director, National Center for Advanced Study and Research in Agricultural Education; Consultant, Bureau of Research, U. S. Office of Education.

**Lane Williams**

Director, Willamette Valley Migrant League. Teacher in Idaho, Nevada and Oregon; Curriculum Coordinator, Adult Education Director and Vocational Coordinator, Valley Migrant League; Assistant Director and Director, Upward Bound Project, Mt. Angel College.

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# I. SUMMARY

Why is there a need to train leaders in vocational education on local, state or national levels? The proposal to The Office of Education, Bureau of Research, from Oregon State University submitted a request to provide leadership training for vocational and technical education personnel from local education units and state departments of the twenty western states. The problem as stated in the proposal, and that which established the Institute held July 28-August 4, 1968 was: The Vocational Act of 1963 mandated development and expansion of vocational technical programs geared to social and economic conditions growing out of a rapidly changing technological base. Implementing tenets of the 1963 act, federal and state resources have been marshalled to stimulate vocational technical program development. Despite significant efforts in this direction, the need for expanded and improved programs continues with a concomitant need for identifying, selecting and developing persons for leadership roles in vocational and technical education. "The leadership of vocational education will determine both its quality and effectiveness." (Panel of Consultants 1963)

## Scope of the Study

The study began by providing participants of the Institute with a reinforcement of leadership techniques on the first conference day. The challenge given the consultants was to involve the participants in the leadership institute. There was also involvement of leadership interns of Oregon State University. The participants were thirty-four new leaders in vocational education within the twenty western states of the United States. After being provided with an understanding of the Institute's reason for being, the immediate action was their emotional relaxation to enable absorption of techniques, then knowledge. Individual participant's Plan of Action served as a means of making the Institute real and to open new doors of leadership. The Plans of Action also developed a long range effect of the Institute. Follow-up significance was long range through Confidence Level ratings involving both participants and a control group of non-participants, plus an evaluation meeting in December following the July-August Institute. Individual correspondence also served to verbalize the scope of learning.

## Objectives

The reason for the Institute was two-fold: to have each individual participant actively involved in various leadership processes and to provide up-to-date information concerning vocational education. The primary objective, therefore, was to provide improvement of vocational education at the various levels through the development of understandings, skills and attitudes of the leadership personnel within the western states.

## Methods and Structure

Methods used to obtain the identified objectives and complete the Institute were structured with the need to involve the participants. From the original planning meeting at the U. S. Office of Education, the general objectives were established through involvement of leadership interns and contact with known leaders of vocational education within the western states to learn of new leaders who needed strengthening. The selection provided equal leadership participating from three areas: state department personnel, local school personnel, and post secondary education (including teacher educators).

The participants and a control group were each asked to complete a pre-institute Confidence Level rating. Two supervisory personnel of each participant also rated the participant. This provided knowledge of aspects of leadership that needed strengthening. The participants, during the Institute, were assisted in gaining knowledge of how to utilize anticipated leadership skills in implementing vocational education programs. They identified their responsibilities and followed through with individual plans of action.

The Leadership Institute resident consultants and non-resident leaders were each given approximately half a day to present their leadership data and involve the participants in use of the knowledge gained.

Through continual involvement and evaluation, the participants were lead to interpret changes in their leadership roles as well as what manner of change was taking place.

## Results

The results obtained by this Institute are evidence through participant letters, information gained from the participant Confidence Level follow-up rating and Leadership Ability follow-up rating of supervisors of each institute participant (as evaluated against pre-institute Confidence Level and Leadership Ability rating) and weighed by a control group, as well as experienced through participant action and individual interaction within schools and communities. Every participant except one carried the Institute learnings into his own environment through a follow-up "Plan of Action" which he mailed to the Director after leaving the Institute. (See Appendix F for "Institute Newsletter" of September 20, 1968 for a synopsis of The Plans of action.)

## Findings

The highlights of the findings were brought into focus by an "outside" evaluation team as well as through daily participant evaluations. Through these processes there was evidence of a fairly consistent kind of change. It was assumed, before the Institute, that the strength of the program would be during the first of the week and that it would lessen as the Institute progressed. It did not happen this way in the participant reaction. The evaluation showed a growing momentum from beginning to end with two major exceptions. As identified in Table 1 of The Evaluation (Appendix F) a paper-read presentation entitled "Foundations of Vocational Education" which was reflecting on the history of vocational education was the low point of the Institute. There was also a reflected "low" concerning "Special Needs" which surprised the evaluators.

The "high" of the Institute was the banquet presentation of Dr. Keith Goldhammer, Dean of The School of Education at Oregon State University. His dynamic presentation was a challenge to all. The five items most often mentioned by the participants as being the most meaningful were: leadership techniques, consultants, Dr. Robert Taylor (Director, Center for Research and Leadership Development), Miss Mary Allen (Director, Public Information, AVA) and members of the Institute.

## Significance and Implications

The implications relating to the findings, and the significance would indicate that the strength of the Institute was the heavy emphasis upon participant involvement; each was truly participating in the Institute. There were strengths in the "doing" kinds of activities with the extreme low in the one presentation with no activity involved. A second definite implication was found in the negative score relating to the Special Needs Program on Thursday. Implication to the evaluation team was that there were previously held concepts (by the group) about people with special needs, and the negative score is a reflection of their awareness of how inadequate they were.

Recommendations

Recommendations for furthur action would include the need for further workshops in the Special Needs Program areas, that participant involvement is a requirement, and that more of similar leadership institutes would be desirable as the rating grew from the beginning to completion. A carry-over mechanism for long term activity is desirable as evidenced from letters and ratings.

## II. INTRODUCTION

### (Background for the Study)

A one week Institute to develop leadership for vocational and technical education for the western states of the United States was conducted at Oregon State University July 28-August 4, 1968. This Institute was established with the assumption that persons already employed in a leadership role in vocational technical education programs need further training in developing their understandings, skills and attitudes to implement effective leadership and to update their knowledge of vocational technical education.

The first of the specific federal acts (The Smith-Hughes Act of 1917) had a profound effect on the development of occupational education in the various states, but also set up many meticulous requirements not applicable to today's programs. Its funds are also quite limited in terms of today's population. With the 1946 George-Barden Act, there was a substantial increase in federal dollars to states plus some liberalization of restrictive provisions. The George-Deen Act added distributive education to the other subject areas established by Smith-Hughes, then following national trends, health education and technical education became a part of the overall vocational education program. The 1962 Manpower Development and Training Act served to "marry" Vocational Technical Education and The Department of Labor. Yet, in 1961 a panel of consultants on Vocational Education was appointed at the request of The President of The United States, and this panel of consultants recommended drastic changes in legislation for vocational education. As a result of this recommendation The Vocational Education Act of 1963 was passed which established a wide revision of program emphasis. An Advisory Council on Vocational Education was authorized in section twelve of The 1963 Act, and this Council submitted recommendations to effectively establish a group of amendments which were legislated in The United States Congress in 1968. Therefore radical changes have been established in the overall picture of what vocational technical education is and how it can serve the educational system today.

Although vocational technical legislation has been rapid, educators who have been "in this field" and other persons who have potential as leaders probably have not gained the valuable insights necessary to serve as knowledgeable and motivative leaders of vocational technical education.

The rising demand for new educational opportunities has forced a re-examination of this Nation's long-standing neglect of occupational education. More occupational education does not necessarily mean better occupational education, and one is as important as the other; so stated Logan Wilson, President of The American Council on Education in his foreward to Venn's Man Education and Work. The recruitment of competent teachers, difficult at all educational levels, is especially so in vocational and technical education (Venn-1964). Leaders, then, must be provided as rapidly as possible to establish quality vocational technical programs using the insight seen by Congress. The role and importance of vocational education takes on new dimensions (Notes and Working Papers-Vocational Education Act).

In Developing Vocational Instruction, Robert F. Mager stated that the major characteristics of the target population constitute the starting point; the performance called for in the course objectives constitutes the finishing point (1967). Therefore, this Institute was planned to have the target population be established leaders in vocational technical education using these criteria for selection:

1) Applicant held a leadership position in vocational-technical education.

2) Applicant evidenced realistic professional objectives and personal characteristics which identified him/her as a present or potential leader in vocational-technical education.

3) Applicant held a valid contract of employment for a leadership position for the 1968-69 school year (Appendix D).

The Institute objectives were to involve the participant in leadership processes and to provide up-to-date information concerning vocational education. Data-gathering instruments (Appendix E) administered before participation and several months after attendance at the Institute provide evidence of strengthened leadership in vocational technical programs. Individual Plans of Action made the development long-range.

## III. METHODS

### Participant Selection and Procedures

As this leadership training institute was designed to meet the need for vocational and technical education leaders who can, and do, function from a sound theory of leadership, who have direction and consistency in their behavior and who implement conscious, intellectual, rational decision making, it was necessary to have participants who had a personal goal of becoming such a leader.

After planning, a letter was sent to each state director of vocational technical education in the twenty western states asking for nominations for this Institute (Appendix A); there were also a number of unsolicited inquiries. Application blanks (Appendix D) were sent to these two groups with approximately one-half of those making application being selected. Selection was based upon evaluation by two persons with knowledge of the applicant, upon the applicant's having a contract for a vocational technical leadership position for 1968-69 and upon the individual's personal goals. The unselected applicant group became the control group of this project.

In establishing an evaluation design for the Institute, attention was focused on changes which occurred in participants and how they felt about the events of the Institute. The evidence was also weighed against the non-participant growth. Three instruments were designed for the above purpose which were used the evening of registration, during the week's period and during the closing session (Appendix E). The Confidence Level (Appendix E, sub-appendix A) was given to participants at the time of their registration on Sunday evening, July 28, 1968, at the closing session on August 2 and again as a long-range follow-up in February, 1969. This same form was also mailed to the non-participant group at the time of the Institute and again in February, 1969. An Activity Evaluation (Appendix E, sub-appendix B) was given at the end of each major session, and The Summary Evaluation (Appendix E, sub-appendix E) was completed by participants as a final activity on Friday, August 2, 1968. In addition five participants (Appendix C) presented daily evaluation reports; their written reports are found in the "Evaluation of The Institute" (Appendix F, specifically in sub-appendix D). As a long-term evaluation, The Confidence Level was sent through the mails to the participant group and the control group in February, 1969 to determine long-range effects along with a device entitled "Participant Follow-Up Questionnaire" (Appendix E) which had not been used previously. The Confidence Level instrument was mailed to the non-participant group at the same time.

Analysis of the Institute was accomplished by three non-participant evaluators lead by Mr. Melvin D. Miller of The School of Education at Oregon State University. Dr. George B. Brain, Dean, School of Education at Washington State University and Russell P. Journigan, Project Officer, U. S. Office of Education were the other two members of the evaluation team. Their total report (minus the long-term rating) was published in a booklet format as an interim report and is complete as Appendix E.

There were no special materials or equipment developed at this Institute as the special purpose was the direction of leaders. Rating instruments and letters received many months after the Institute do show a directional change in the participants. Evaluation devices were to determine the effectiveness of achieving objectives of the program. A mechanism used to carry the learnings of the Institute through to the communities of each participant was the development of a Plan of Action by each individual participant. (Appendix F Newsletter provides a Summary of the plans of action.) An unsolicited letter received from one participant just as this material was "going to press" stated: "I believe I have made some progress on the project I outlined while at Oregon State University. I will not restate the project here but below are a few of the specific actions taken since last August." The Institute participant then listed four items with description and subinformation stating that a recent brochure, which listed offerings, was mailed to approximately 26,000 homes throughout his district.

The one material development of the Institute was a very satisfactory listing of references covering the area of readings related to leadership plus related information published about vocational-technical education. Included as a major section of this report is the "Annotated Bibliography on Vocational Education and Leadership." This bibliography shows the enthusiasm of the Institute! Each participant was asked to bring some bibliography cards with him when he came to Oregon State University to participate in this meeting. The request was established as a means of obtaining some preliminary preparation on the part of each individual. The listing shows that "home work" was well done.

Letters and memorandums sent in advance of the Institute are included in Appendix A; final arrangements for participants are located in Appendix B and handouts at registration which contained participant assignments are in the materials of Appendix C.

## Daily Agenda

Methods of conducting the Institute also must include the daily agenda which identifies participant involvement throughout, as well as the presentations which are later presented as the "concepts" of the Institute.

### Leadership Development Institute for Vocational Technical Education Personnel in the Twenty Western States

### Daily Agenda - Monday, July 29, 1968

| | | |
|---|---|---|
| 8:30 a.m. | Announcements | Cas Heilman |
| 8:35 a.m. | Introduction to Dr. TenPas | Cas Heilman |
| 8:40 a.m. | The Challenge | Dr. Henry TenPas |
| 9:10 a.m. | Introduction to Dr. Bushnell | Dr. Henry TenPas |
| 9:15 a.m. | Purposes and Objectives of Leadership Development Institutes | Dr. David Bushnell |
| *10:00 a.m. | Break | |
| 10:15 a.m. | Introduction to Dr. Fine | Cas Heilman |
| 10:20 a.m. | Leadership Techniques | Dr. Leon Fine |
| *12:00 noon | Lunch | |
| IN CHARGE OF AFTERNOON SESSION | | John Orr |
| 1:00 p.m. | Leadership Techniques | Dr. Leon Fine |
| * 2:45 p.m. | Break | |
| 3:00 p.m. | Introduction to Mr. Frank | Marge Harouff |
| 3:05 p.m. | Public Information in Vocational Education | Gerald Frank |
| * 4:30 p.m. | Adjournment | |
| IN CHARGE OF EVENING SESSION | | Cas Heilman |
| 7:30 p.m. | Dynamics of Leadership | Dr. David Bushnell |
| * 9:30 p.m. | Adjournment | |

* Mel Miller

## Leadership Development Institute for Vocational Technical Education Personnel in the Twenty Western States

### Daily Agenda - Tuesday, July 30, 1968

| | | |
|---|---|---|
| IN CHARGE OF MORNING SESSION | | Ramon LaGrandeur |
| 8:30 a.m. | Announcements | Cas Heilman |
| 8:35 a.m. | Participant Evaluator's Report | Thomas Bogetich |
| 8:40 a.m. | Making Education Relevant | Dr. David Bushnell |
| 10:00 a.m. | Break | |
| 10:15 a.m. | Making Education Relevant | Dr. David Bushnell |
| *12:00 noon | Lunch | |
| IN CHARGE OF AFTERNOON SESSION | | Duston Scudder |
| 1:00 p.m. | Announcements | Cas Heilman |
| 1:05 p.m. | Introduction to Dr. McMillen | Philip Bishop |
| 1:10 p.m. | Program Planning and Development | Sherrill McMillan |
| *2:30 p.m. | Break | |
| 3:00 p.m. | Special Needs Program in Vocational Education | Sherrill McMillan |
| *4:30 p.m. | Adjournment | |
| 7:00 p.m. | Group Activities and Assignments | |
| | Group I | Shirley Kiehn |
| | Group II | John Shryock |
| | Group III | Lyle Teppen |
| | Group IV | Preston Price |
| 9:00 p.m. | Adjournment | |

* Mel Miller

## Leadership Development Institute for Vocational Technical Education Personnel in the Twenty Western States

### Daily Agenda - Wednesday, July 31, 1968

| | | |
|---|---|---|
| IN CHARGE OF MORNING SESSION | | Larry Blake |
| 8:30 a.m. | Announcements | Cas Heilman |
| 8:35 a.m. | Participant Evaluator's Report | Elmer Wirta |
| 8:40 a.m. | Introduction to Robert Taylor | Les Whittle |
| 8:45 a.m. | Research in Vocational Education | Dr. Robert Taylor |
| 10:00 a.m. | Break | |
| 10:30 a.m. | Research in Vocational Education | Dr. Robert Taylor |
| *12:00 noon | Lunch | |
| IN CHARGE OF AFTERNOON SESSION | | Leland Pope |
| 1:00 p.m. | Announcements | Cas Heilman |
| 1:05 p.m. | Introduction to Dr. Barlow | John May |
| 1:10 p.m. | Foundation of Vocational Education in the Context of Social and Educational Change | Dr. Melvin Barlow |
| 2:30 p.m. | Break | |
| 3:00 p.m. | Foundations of Vocational Education in the Context of Social and Educational Change | Dr. Melvin Barlow |
| * 4:00 p.m. | Adjournment | |
| 6:00 p.m. | Toa Yuen, 935 N. 9th<br>No Host Social Hour | |
| IN CHARGE OF EVENING SESSION | | James Piercey |
| 7:00 p.m. | Dinner | |
| 7:45 p.m. | Comments | Cas Heilman<br>Dr. Wm. G. Loomis<br>Dr. Henry TenPas |
| 8:00 p.m. | Introduction to Dr. Goldhammer | Robert Dorak |
| 8:05 p.m. | Public Involvement in Education | Dr. Goldhammer |
| 9:15 p.m. | Adjournment | * Mel Miller |

## Leadership Development Institute for Vocational Technical Education Personnel in the Twenty Western States

### Daily Agenda - Thursday, August 1, 1968

| | | |
|---|---|---|
| IN CHARGE OF MORNING SESSION | | Annice Jahn |
| 9:00 a.m. | Announcements | Cas Heilman |
| 9:05 a.m. | Participant Evaluator's Report | Sizemore Bowlan |
| 9:10 a.m. | Travel Arrangements | Anita Whittle |
| 9:15 a.m. | Introduction to Ronald Kaiser | Horace Griffitts |
| 9:20 a.m. | Evaluation of Vocational Education Programs | Ronald Kaiser |
| 10:30 a.m. | Break | |
| 11:00 a.m. | Evaluation of Vocational Education Programs | Ronald Kaiser |
| *12:00 noon | Lunch | |
| IN CHARGE OF AFTERNOON SESSION | | John Munn |
| 1:00 p.m. | Introduction to Ronald Petrie | Richard Ooka |
| 1:05 p.m. | Special Needs of the Disadvantaged | Ronald Petrie |
| * 2:30 p.m. | Break | |
| 3:00 p.m. | Introduction of Panel | Donald Lindahl |
| 3:05 p.m. | Vocational Education's Responsibilities for Special Needs | Panel<br>Lloyd Smith<br>Lane Williams<br>Ed Mitchell<br>Ronald Petrie |
| * 4:30 p.m. | Adjournment | |
| 7:00 p.m. | Group Activities and Assignments | |
| | Group I | Dale Gibson |
| | Group II | Earl Wineinger |
| | Group III | Alice Ross |
| | Group IV | Waldemar Roethig |

* Mel Miller

## Leadership Development Institute for Vocational Technical Education Personnel in the Twenty Western States

### Daily Agenda - Friday, August 2, 1968

| | | |
|---|---|---|
| IN CHARGE OF MORNING SESSION | | Orville Buesing |
| 8:30 a.m. | Announcements | Cas Heilman |
| 8:35 a.m. | Participant Evaluator's Report | Woodrow Wold |
| 8:40 a.m. | Introduction to Dr. Allan | Roger Olson |
| 8:45 a.m. | Recent Developments in Federal Legislation | Dr. Mary Allan |
| 10:00 a.m. | Break | |
| 10:30 a.m. | Recent Developments in Federal Legislation | Dr. Mary Allan |
| *12:00 noon | Lunch | |
| IN CHARGE OF AFTERNOON SESSION | | Arthur Nelson |
| 1:00 p.m. | Introduction to Dr. Sybouts | Orval Bradley |
| 1:05 p.m. | Preparation of Vocational Educators Through Simulation Material | Dr. Ward Sybouts |
| * 3:00 p.m. | Break | |
| 3:30 p.m. | Institute Evaluation Participants Evaluators Report | Hilbert Kahl |
| 3:45 p.m. | Formal Evaluation Report | Dr. George Brain<br>Russell Journigan<br>Melvin Miller |
| * 4:30 p.m. | Adjournment | |

* Mel Miller

## Presentation Concepts

(The following are "concepts," rather than total presentations, of the program of The Leadership Development Institute).

### Concept 1

### The Challenge

Dr. Henry TenPas

"I must do something greater than that!" "What is this inner direction? What is this challenge?"

"Proceding."
"Behaving."
"Becoming."

"You must have an image of yourself that you can live with. You must think well of others; you represent the best that twenty western states can give. You must be able to see your stake in others. Vocational education today rests in the personnel such as we. We take one week to find out what our stake is and how we can fulfill that stake."

"Things have never been this way before! It is a world of movement!"

". . . must live in keeping with your values."
". . . must go beyond the present of what works."
". . . creative role where there are no targets per se."

"The challenge to a fully functioning personality: perceive the task to be done and our role in it."

### Concept 2

### Leadership Techniques

Dr. Leon Fine

This presentation, which was the lead-off point of the Institute, was to teach communication skills and to warm-up the individuals in the group to each other. It was to prepare the climate to enhance participants' learning in the rest of the week. (The following quotes from this sensitivity session will be to lead the reader into the feeling developed by the participants).

"Okay, pal. You're the leader. The topic for the next fifteen minutes is leadership. What is this business about being a leader? Go to it." (from Dr. Fine to the group)

(Quotes from the next ten minutes included the following):

"Have gyrated a question or two." (Noise-apparent confusion) "Leaders." "Leader." "All ready to go."

"Say that again." "Somehow."

"Necessary Magic." "Democratic." "How to be different in total approach."

"Take your seat." "Ease up." "That makes me burn!" "Something salable." "Narrow our . . . ."

Laughter

"General . . . ." "You were saying." "I've heard we could never. . ." "Generate." "Act." "He said." "Inject."

"Timing." "Arriving." "Program." "That ought to do it." "What else." "More." "Rationale." "Orient." "Three years to build."

"No, now!" "Question."

Rising voices.

"I'd appreciate it." "Worth a darn."
(Then Dr. Fine's voice)
"If you haven't done so, will you at this time tell your leader what you expect of him. Does he see himself as a leader? The same kind you are thinking about?"

"The task is to deal with the events that have happened in the last ten minutes. Deal with the events of the last ten minutes."

(Again - voices from the group)

"I'm saying. . ." "I didn't say all of that."

(From Dr. Fine)

"You reveal your own conception about what a leader is. You can deal with your concepts. Deal with the person that is the leader."

## Concept 3

## Public Information in Vocational Education

**Gerald Frank**

With many other Americans I firmly believe that a quality educational system is the wellspring of democracy. But, to be effective, that educational system must be responsive to the needs and aspirations of the citizens.

And right now a "communications gap" is wedging its way between American educational goals and the general public. Caught up in this problem--or maybe at the center of it--are the nation's vocational and technical education programs.

With the majority of American high school students obviously not bound for a college-oriented, academic-based professional career, this breakdown in liaison between vocational educators and the community is staggeringly unfortunate.

I am convinced that in some way, and soon, American educators must first of all set their own house in order regarding vocational vs. academic curriculums, and then must take the lead in opening up channels of communication with students, parents, business organizations and the community at large.

This must be done if technical-vocational education is to fulfill its destiny in the lives of individual Americans and in the future of this nation.

Only through such a dialogue involving all segments of the professional and lay community can the educational communications gap be bridged.

## Concept 4

## Making Education Relevant
## and
## Purposes and Objectives of Leadership Development Institute

**Dr. David Bushnell**

If I were to attempt to outline my position on needed changes in vocational education, my arguments would run something like this: (1) Vocational education began in response to the needs of a rapidly expanding labor market in this country during the early part of the

20th century. Because of the predominately rural orientation of Congress at that time, much of the resultant legislation and financial support was earmarked for land grant colleges and rurally dominated state legislatures. (2) The process of the institutionalization and Federal financial support lead ultimately to a more rigidified system, one which was not as responsive to emerging occupational needs as it should have been. (3) Those exercising leadership in vocational and technical education must, of necessity, be innovators and change agents. This requires not only courage, but an empirical or rational orientation to planning and decision making in what has become a predominately politically oriented effort. (4) It is no longer sufficient for vocational educators to be narrowly trained in matters of occupational preparation. They must be part sociologist, part psychologist, and general educators. Some political science awareness is, of course, essential if they are to cope with the ever present political arena which largely dominates much of the legislation supporting vocational education in this country. (5) To argue for and advocate needed changes in vocational education (particularly as it relates to urban needs) requires a degree of sophistication and verbal fluency above the current level of many vocational educators. How one develops such skills needs to be explored. To put it another way, much of the verbal fluency of today, of necessity, is derived from public speaking and writing, experiences which are not often stressed by many or most vocational educators.

## Questions - Dr. David Bushnell

July 29, 1968

Objectives

1. Information on national programs and policies -- HEW, D. of L., and O. E. O.
2. Trends
   a. Philosophy.
   b. Relationship - between vocational education, industrial arts and general education.
   c. Scope and demand.
   d. Post-secondary education.
   e. Systems application.
3. Spell out reciprocal relation between special education and vocational education.
4. Ways of articulating high school and post secondary education.

5. Methods of implementing more effective state plans.

6. Need for flexibility in employment regulations.

7. Glossary of terms.

8. New techniques of leadership.

9. Needed attributes of effective leadership.

## Concept 5

## Program Planning and Development

Dr. Sherrill McMillan

We are in a phase of vocational technical education that probably surpasses anything in a long period of fifty years. On Monday afternoon the House passed, without a dissenting vote, a new vocational education act; on Wednesday the Senate passed such a bill without a dissenting vote!

Program planning and the whole area of special needs is on the threshold of something new, dynamic and unique.

More has happened since World War II then since the whole period of history before that.

You people have a real role to play! What is the place of leadership activities within the whole of vocational education? A recent cartoon showed a college professor in his academic garb saying: "I used to speak to graduating classes over the country saying 'You must reach for the moon'"! Now we have reached the moon! What are we then reaching for?

We are in an era of vocational technical education where the whole matter of program planning is so important that each of you will be involved with it more and more within your area or your state.

There is a systemized way of approaching a problem in any area with which you are concerned:

You must be people with vision.
You can measure and project.
You are talking about human lives and people.
If you have a task you can calculate.

PPBS is emphasizing program planning and development concepts. We are not so concerned with the system of approach as with planning that affects people.

What is this whole manner of planning?
(A series of slides lead thought.)

Planning is a continuing process - - - systematically - - - organizing systematically - - - systematic feedback.

Planning is the process of making decisions--a risk! How do you decide anything you have to decide? Systematically? How can you do this as a vocational educator?

Measure
Evaluate
Take a look to see how successful we are.

Program planning is a systematic appraisal and formulation of objectives - - - decisions - - - actions. Get to work on the job to be done!

Why do we need to be concerned about program planning and development?

Can you remember when vocational education was a rather small program in this country? What is the Federal budget now? Or your own state budget?

When it was small, there were specific programs where money had to be spent for specific things. Then someone thought we had better take another look at vocational education.

Economic and social changes are taking place. Vocational education was not doing the job it was supposed to do. With the new law, for the first time, there was this approach: "Ladies and gentlemen, let's take a look at this country you are serving and the people you have there. Then, let us develop programs to meet the needs of the people--

All people
All ages
In all communities

## Concept 6

## Research in Vocational Education

Dr. Robert Taylor

I am reminded of the man who began his talk with: "My job is to speak, and yours is to listen. If you get through before I do, raise your hand." I don't think I will take that chance.

My first concern is to look at research, development and information services in vocational education. We will begin with an overview of the broad setting and circumstances, then discuss concepts of research and development that you might need to know and want to understand in this age of education.

We have arrived at a period in human progress when education permeates all facets of our lives and through our lives; it is a lifetime process. We now have the means of bridging from the current age to the stone age; in Ethopia tribesmen have become the first set of pilots for the Ethopian Air Lines; we have moved from jungles to jets.

National governments are considering educational programs in revolutionary terms. Education is the responsible link between social needs and social improvement, and has become the first commitment of government.

Education is the door to good life with vocational technical education. Education is an effective instrument of national policy.

Mass education and individual education both lead to equality and excellence.

A dual role is emerging in education:

1) enrichment of personal life
2) investment in human resources

So dramatic is the national commitment that, in my judgment we are currently a part of an educational revolution. This revolution promises to parallel and perhaps exceed the impact of the agricultural and industrial revolutions in previous decades. The Federal government, to a degree unprecedented in history, is bringing the full range of its resources to focus directly, and indirectly, on problems of education of which vocational education is an important and significant part. It brings science and modern technology to all our citizens--"hardware and soft-ware combinations."

As a result of recent federal acts, we have seen an important transfer in financial support of education with a realignment and shifts in leadership. The cycle has not yet run its course; therefore, we must put major emphasis on development and on trying to improve and strengthen the leadership capacity in vocational technical education.

With increased financial developments we have been promised a lot--and, we have a lot to deliver. We must have evaluation and cost effectiveness. Ours is a new area of emphasis and concern for coming years.

There is a stress of leadership responsibilities of vocational education in manpower developments.

All these things provide a new sense of urgency to our efforts and further emphasize the increased importance in research development in years ahead. The time lag between problem identification and problem solution has got to be shortened. The public is not going to wait three to five years for answers to problems; they want to see action now. All this indicates we never had a better time nor greater urgency.

Replanning and redirection of vocational technical education just keeping up with changes is the key to survival, but creating change is the key to leadership.

There is national readiness in education and society to support experimentation and innovation. It is a time for bold creative thinking and action. To meet the challenges of quantity and quality, we are going to have to increase our research and development efforts. Under the impetus of section 4(c) of the Vocational Education Act, we have made great progress in expanding and extending our research development training efforts in vocational education:

established centers
national retrieval and information dissemination center
forty-six state research coordinating units initiated
numerous individual R and D projects underway
large number of summer institutes (164 in past four years) sponsored by Bureau of Research

Research, like good teaching, may take a lifetime to ultimately realize its true impact.

Another concern is discussing some concepts of research and development and what we can and can not do. We have got to manage and conduct research and development in such a way that it relates to the real world. Translation and interpretation is needed. Change-agents are needed to pull together findings of R and D and translating this into meaningful terms for program and personnel. We must translate research finding into action on the firing line. We need to think of kinds of mechanisms and procedures to update and improve our program and even make them obsolete in terms of capability and new developments.

(Dr. Taylor spoke on these points spending time also in familiarizing the participants with the ERIC system and utilization).

## Definitions of Terms and Acronyms Used in ERIC

1. ERIC - the Educational Resources Information Center, an information system sponsored by the U. S. Office of Education. ERIC is the information system designed to serve the educational community in the United States.

2. EDRS - the acronym is used to represent ERIC Document Reproduction Service, i.e., EDRS, the National Cash Register Company, Box 2206, Rockville, Maryland, 20852. EDRS is the organization which produces microfiche or hard copy of ERIC documents.

3. ERIC Clearinghouse - the name assigned to a unit of the ERIC system that collects and processes materials according to established rules and forwards the materials on to other sections of the total information system.

4. Acquisition Specialist - the person to whom you should forward any material that you think might be appropriate for the ERIC Clearinghouse on Vocational and Technical Education. The Vocational and Technical Education Center, 980 Kinnear Road, Columbus, Ohio.

* * * * * *

5. Document - refers to any publication accepted into the ERIC system, e.g., speeches, bibliographies, research reports, curriculum guides, conference reports, etc.

6. Accession Number - a number assigned to a document for identification. The accession number becomes the principal means of identifying the document after input to the system.

7. Document Analyst - the person who prepares an abstract of the document and assigns descriptors or index terms.

8. Abstract - a condensation of a report in about 200 words.

9. Index term or Descriptor - the name given to any word or group of words used in this information system to designate a concept, and one of the means by which documents are subsequently identified through indexes.

10. Resume - a resume includes the bibliographic citation by author, title, etc., the descriptors or index terms, and the abstract of a document.

11. Microfiche - the name given to a 4 x 6 inch sheet of microfilm which contains up to 60 pages of a document photographed at a 1 to 18 reduction.

12. Trailer-fiche - the name of successive microfiche when they are needed. The trailer-fiche can contain up to 70 pages. There may be as many trailer-fiche as necessary to reproduce a document. If three microfiche are needed, for example, to reproduce a 150-page document, the first microfiche would be numbered 1 of 3, and the two successive trailer-fiche would be numbered 2 of 3 and 3 of 3.

13. Reader - the device used to magnify reduced pages on the microfiche so that they may be read.

14. Reader-printer - the device used to magnify reduced pages on the microfiche so they may be read, but which also can provide an 8 x 10 inch reproduction of any or all pages on a microfiche.

15. Hardcopy - a page or pages of an original document which are reproduced on paper.

## Concept 7

## Foundations of Vocational Education in the Context of Social and Educational Change

Dr. Melvin Barlow

I think what I'm going to do is to stick reasonably close to some notes I have here for several reasons. First, I tried to make the notes fit the topic, and secondly, I want to make some general presentations to stir up some discussion among the group.

I really feel that the nation is looking to vocational education for some answers--answers to these basic problems that are facing American people. People are finding out that vocational education is becoming very attractive because it does build, in fact, into the social and economic fabric of the nation a stability that no other program is ready to build; this is fundamental and basic to programs of vocational education. We are also finding, as a nation, that when we place great value in programs of remediation that they still, at the best, become programs of remediation.

Vocational education can, in a sense, move a long way to help remove the necessity of tremendous effort in remediation, and it's quite obvious, I'm sure, to some members of Congress, that we are not going to have great gains made if we continue to do this on the basis of remedial type programs.

Because attention is being directed toward vocational education in a greater degree than ever previously, we have many new people who are entering the program, who are becoming interested in vocational education and having concerns for vocational education, and I think this is very important because we need the considered judgment of groups of people like we are having. I can remember the times when people did not care enough about vocational education to even argue about it.

New people come into the program!
We need to get "fresh blood," so to speak, in the program.

Some people want to redesign the basic structure of vocational education, and this is where they get in trouble with me, or I get in trouble with them. They will be effective in making a contribution when they have some understanding in the background of the program of vocational education.

In this presentation, I will spend some time on the era and area of vocational education. My thesis about vocational education runs something like this: We do have a background of data which produced the foundations and principles of vocational education. This background of data occurred in the early period when the foundations of vocational education were just getting underway.

I believe, also, that from these foundations, principles were developed, and that these principles do not change with time. Once we have these principles, it is necessary to interpret these principles from time to time in light of social, economic, technological conditions and change as society finds itself.

It has been done with various Acts!

The third part of my basic thesis is that once you have these principles interpreted in the light of socio-economic conditions, it is necessary to implement these interpretations--to actually put them to work to make the program work.

Interpretation of principles is of necessity as people change and programs change. So a great deal of our activity (what we are talking about across the country)--is talking about interpretation of principles and a better way to implement them--sophisticated ideas of putting these principles to work.

## Concept 8

## Evaluation of Vocational Education Programs

Ronald E. Kaiser

For many years school people seemingly have operated school systems on the assumption that education is good for all. At the same time educators have supported the idea that if some education is good, more education is better. The same idea seems to have carried over to the thinking that more money for education necessarily means improved quality and better educational programs.

Such assumptions relating to increased funds and improved education may prove to be fallacious. As costs of education rise, increasingly school administrators, legislators and the taxpaying public, are becoming more conscious of burgeoning expenditures for education, and are asking for evidence of economic efficiency in public education management.

Legislators have learned some new words and phrases in recent years, and are applying these phrases when examining expenditures for education. One of the most prevalent (and most often embarassing to educators) is cost/benefit; that is, the relationship between the costs of education, compared to the benefits of education to individuals and society.

As competition for public funds becomes keener, educators everywhere must develop systematic approaches to identifying the effectiveness of educational expenditures, and for justifying expenditures of public funds for educating the populace through the public educational agency.

Vocational educators are beginning to recognize that means must be found to determine the efficiency and efficacy of vocational education programs. This is especially true at a time when industry seeks the opportunity to provide on-the-job training for many of the production workers entering the labor force.

Various means are being sought to measure the overall effectiveness of vocational program operation. A number of approaches, recently developed, are being tested in the various states. Oregon is no exception.

For several years the State Board of Education staff and the Research Coordinating Unit for Vocational Education staff has been engaged in the development of a systematic evaluation procedure which could be utilized by a district (high school or community college) to make an assessment of the vocational program effectiveness in terms of student needs and needs of the labor market.

Such self-evaluation procedures, materials, and instruments have been developed and are now being field tested in a number of secondary school systems in the state. The secondary procedures are applicable for assessing programs in a single school, a district, or on a countrywide basis.

Included in the process is an assessment of the on-going program (administration, guidance, program offerings, instruction, and facilities) as they relate to student needs and labor market requirements. Also included is a one-year student follow-up, a one-year follow-up of the graduates' employer, a five-year student follow-up, and a one-year student follow-up of those students who go on to post-high school education.

The purpose of the presentation to this institute is: (1) to stress the importance of making evaluation of the effectiveness of vocational education programs, (2) to suggest an approach to making such an assessment, and (3) to assist the institute participants in planning an evaluation system for use in their local school situations or settings.

(In participant interaction, emphasis was strengthened that evaluation covers administration, guidance, programs and follow-up).

## Concept 9

## Recent Developments in Federal Legislation

### Mary P. Allen

As reported by the participant who introduced Miss Allen (who came to the Institute from Washington, D. C. where she is responsible for public information of the American Vocational Association): All week as questions relative to public information have arisen, there has been someone around who has said: "Wait 'til Mary gets here; she will really let you know what's going on!"

(Miss Allen) worked with the panel of consultants in 1961-62 before the presentation of Federal legislation which became the Vocational Education Act of 1963, and from that time - in a strategic spot to be involved in legislation relative to Federal committee work and bills established to further programs of vocational and technical development.

Her presentation began with a statement from her: "I hope you will not be shocked at what I say today," and her presentation was inclusive of what developments had taken place and how they affected vocational technical leaders.

A statement from her which was directed to the leadership aspects of this Institute, and from which there was participant action and activity: "In an era of unprecidented attention to vocational education, leadership is in short supply."

(Miss Allen then related laws to vocational technical education)

## Concept 10

## Special Needs of the Disadvantaged

Ronald Petrie

and

## Vocational Education's Responsibility in Special Needs Programs

Panel

The Special Needs development within the confines of the Institute began with a panel of four high school students in the Upward Bound program and a counselor-tutor for this group; the counselor-tutor was a black student who had completed his sophomore year at the university. These were the members of the student panel:

(1) an Indian girl whose family picked fern on the coast for a living.

(2) a black student from the ghetto area of Portland whose father was a waiter on the Union Pacific Railroad.

(3) a Mexican whose parents were migrant workers.

(4) a Caucasian whose stepfather was a carpenter

This was a question and answer session which was followed by a panel of leaders which included an Indian who was an educational director of an Indian reservation, a person in education administration, a director of a migrant league and a director of a YMCA in a city.

Questions directed to panel and causing participant interaction along with statements during this session included:

"Referring to your parents: would they like additional training?"
"Is vocational education of value to you?"
"How can vocational education better serve your needs?"
"These students were never informed what vocational education is, why it is, and what it can do."
"What will you do if you don't graduate with a degree?"
"How does a goal in life relate to high school? What about a goal beyond high school? Does your goal relate to a kind of work? A way of life to earn a living?"
"These participants are relatively naive concerning disadvantaged. Let's get away from the teacher problem to the student problem."
"I am concerned about these students and how they feel. How do you feel about some of the things that go into the school system?"
"Ken alluded that school was not everything he expected it to be."
"Is your future life involved in school now?"
"Some kids think there is no future benefit of going to school. (They would) just as soon get a job and go to work."
"Teachers act like they are two years old; they are not teaching to their kids' best interest; they are saying 'the principal won't like this.'"
"What do you dislike about school?"
"What is a good teacher?"
"I had a good teacher, once. He was independent; he would do things; he didn't get mad; he knew about life; he knew what kids liked."
"(A good teacher) makes you interested. When you come out (of class) you feel like you know what he has taught."
". . . must understand poor white who usually doesn't understand the world of work."

## IV. RESULTS

The seminar was carried out as planned at Oregon State University July 28, 1968 through August 3, 1968. Thirty-four persons from the twenty western states participated. (The name, title, educational and professional background with the address of each is included in Appendix D). Each participant was involved in activities of committee assignments, chairing sessions and/or introducing consultant throughout the seminar along with their continuous evaluation process.

The thirty-four leadership participants included four with doctoral degrees, twenty-four with masters degrees and six with bachelors degrees; approximate equal numbers were from state department personnel, local school and in post secondary education including teacher educators. These participants expressed that they would use the newly gained leadership skills in implementing vocational education programs in teaching graduate courses; in high school, junior college and adult education; through planned writing and research; to develop curriculum guides; to give better leadership and guidance in the business and vocational areas; and to share the information with other department staff to strengthen vocational technical education for all students.

The Institute was begun with a "get-acquainted" session on Sunday evening and followed by a "challenge" on Monday morning which lead into a session on "Leadership Techniques." The total program (see daily agenda under Methods) was an involvement of participants with the insights into leadership of vocational technical education with materials and activities generated by the participants themselves. Each consultant-leader was instilled with the need to "activate" the participants.

During the week each participant developed his own Plan of Action which he took home with him to incorporate his learnings into professional action. Also at the participants' request, there was a follow-up meeting held in December at the American Vocational Association convention in Dallas, Texas. More than half the Institute participants were at the dinner meeting in Dallas, and there was a continuing enthusiasm in leadership development techniques and usage.

The major outcome of the Institute was furthering the abilities of each individual participant leader of vocational technical education, and through him to see a growth of quality education within local schools, state departments and post secondary institutions through his growth in leadership ability. The rating devices indicate there was a felt growth, and that the participants evidenced additional strength in their individual roles as leaders in vocational-technical education.

## V. FINDINGS

The evaluation of this Institute shows a rising line of satisfaction from the beginning to the end of the project, as shown in Table I of Appendix E, which indicates an involvement of the participants in leadership processes. The strength of the Institute was the heavy emphasis upon participant participation.

The one evidence of the participants' feelings of inadequacy was evidenced in their concepts about people with special needs shown in overall evaluation of the Thursday program on "Special Needs of the Disadvantaged" and "Vocational Education's Responsibility in Special Needs Programs" reflecting their feelings of lack of understanding and previous misconceptions in this area.

The evaluators during the Institute show a consistent kind of change with the interpretation of lack of felt need for the historical presentation of "foundations of vocational education." A high was attained on Friday morning, the last day of the Institute, with the presentation of "Recent Developments in Federal Legislation," which indicated a strong motivation to be involved appropriately in these programs.

Analysis of data collected from participants, non-participants and participant supervisors are illustrated in Appendix G, Figures II and III. Appendix E explains thoroughly the Institute's evaluation procedure and findings during the actual Institute period. Appendix G illustrates the results from the six month follow-up of participants, non-participants and participant supervisors.

Table IV, Appendix G, attempted to analyse the perceived objective and subjective change in participant leadership behavior. Part I and II of the Follow-Up Questionnaire examined the implementation and progress made toward completion of the participant's individual plan of action. Eighty three percent of the respondents indicated they were in the process of implementing their plan. The degree of implementation (Part II) indicates that 92% of the respondents were in the category of achieved or completely achieved.

Part II of the Questionnaire illustrates the typical responses to the question: What other leadership behaviors have changed as a result of the Institute. These responses indicate that most of the participants perceive themselves as being better prepared to function in their particular leadership positions.

Part IV, again, reflects the participant's perception of his leadership capacity. Responses to the rating scale which asked the participants to respond to twelve questions concerning changes evident in their functioning since the Institute: the composite totals indicate 36%; 60% responded "yes" with only 3% responding that no change had taken place.

Part V yielded the most significant and objective response. Asked the question: "Are you now assigned more responsibility as a result of the Institute learnings"?, 56.5% responded that they have been assigned more responsibility due to their attending the Institute.

Additional data concerning the confidence levels of the participants to the Confidence Level questionnaire in Appendix E is illustrated in Figure I of Appendix G. Figure I graphically presents the participants' response during three stages: pre-institute, immediate post-institute and during the six month follow-up. Results indicate participants generally perceived themselves as having more confidence immediately following the week's program and six months following the Institute as compared with their pre-institute levels.

Data presented in Table V and Figures II and III, Appendix G, give rise to numerous questions concerning the benefits and results derived from the Institute. Data collected from the participants, in addition to their unsolicited correspondence and reactions, indicate they gained substantially from participating in the week's program. When comparing pre and post Institute responses obtained from the participants' supervisors and non-participants (Table V and Figures II and III respectively) results become negligible. Composite results from the participants' supervisors generally show no significant change in ratings with the exception of slight improvement in the category of "needs improvement." Figures II and III graphically present a comparison of the participants and non-participants' confidence levels during the pre and six month post-institute periods. Close scrutiny of these two graphs show that both groups presented a very erratic curve during the pre-institute period with the non-participants showing a higher composite confidence level than the participant. This trend is reversed on Figure III (six months follow-up) with the participants having a higher composite rating than both their pre-institute results and the non-participants. In addition the participant curve tends to flatten out during the post-institute rating as compared to the pre-institute ratings and those of the non-participants.

Questions arise as to why data did not reveal more significant results, especially those presented in Table V and Figure II and III. Some of these questions and comments listed here hopefully will serve as a guide for further investigation of this nature:

1. Were the questionnaires valid and did they communicate effectively with respondents?

2. Did the Hawthorne effect play a role in influencing the control group and the participants' supervisors as well as the participants?

3. Did the participants' attendance at the Institute cause their supervisors to perceive the individual differently?

4. What effect did the need for the supervisors' rating prior to the institute (for the purpose of participant selection) have on his subsequent rating on the post-Institute rating?

## VI. CONCLUSIONS

From the data, both objective and subjective, the Institute must be termed as highly successful especially as perceived by the participants. There are a few conclusions obtained from the participants themselves and those concluded from the data and the Institute staff that may assist in improving future Institutes of this nature.

1. The Institute length could have been somewhat longer; possibly ten days rather than one week. This would provide additional time for instruction group interaction, a week-end for relaxation and informal gatherings and also would benefit travel arrangements.

2. Continuous institutes of this nature utilizing a portion of previous participants as consultants would facilitate additional growth and speed up the "jelling" process.

3. Information dissemination was not the most important end product. The leadership techniques and processes made the information portion of the program more meaningful, and will assist participants in becoming more effective change agents.

4. Participants from all levels of vocational education proved

beneficial and made both formal and informal interaction more effective.

5. Long-term follow-up and continuous communication through various means added greater cohesiveness and encouragement to the group that lead to implementation of individual plans of action.

## VII. SUPLEMENTARY AND APPENDIX MATERIAL

Annotated Bibliography on Vocational Education and Leadership as established by Institute Participants.

Appendixes

Appendix A: Letters and Memos in Advance of Institute:
    Asking for Nominations of Institute Participants
    To potential participants
    To extend deadline date for applications
    To contact persons nominated
    To persons who had written letters of interest to initiator
    To inform person he is "alternate"
    To inform person he has not been selected

Appendix B: Final Letter to Participants in Advance of Institute with enclosures:
    Participant's agreement form
    Travel stipend allowance
    Tentative program
    Housing information
    Travel arrangements information

Appendix C: Handout at Registration
    Purpose
    Committee assignments
    Introduction of consultant assignments
    Session chairman
    Evaluators
    Confidence level rating device
    Vita information questionnaire

Appendix D: Information of Institute Participants
    Application form

Certificate of employment
Vita of participants

Appendix E: Evaluation of Institute
Summary booklet of evaluation
Institute evaluation
Appendix A - Confidence level rating instrument
Appendix B - Daily evaluation device
Appendix C - End of Institute evaluation device
Appendix D - Evaluation comments by daily evaluators
Appendix E - Follow-up letters to Institute director

Appendix F: Follow-up Letters from Director
Thanks to consultants
Thanks, with information about grades
Newsletters (two)
Including resume of participants plans of action

Appendix G: Six Months Follow-Up
Participant Follow-Up Questionnaire
Participant Follow-Up Questionnaire Response
Table IV
Confidence Level Rating by Institute Participants showing pre and post-institute and six months follow-up
Figure I
Leadership Ability Rating of Institute Participants by Supervisors Prior to and Six Months Following
Table V
Comparison of Institute Participant and Non-Participant Confidence Level (Pre-Institute)
Figure II
Comparison of Participant and Non-Participant Confidence Level (Six Months Follow-Up)
Figure III

# ANNOTATED BIBLIOGRAPHY
# ON VOCATIONAL EDUCATION AND LEADERSHIP

Prepared by
Participants of the

LEADERSHIP DEVELOPMENT INSTITUTE FOR
VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL
IN THE TWENTY WESTERN STATES

July 28, 1968 to August 3, 1968

conducted in cooperation with

Division of Vocational Education
School of Education
Oregon State University
Corvallis, Oregon 97331

and

Bureau of Research
U. S. Department of Health, Education and Welfare
U. S. Office of Education
Washington, D. C. 20202

# Introduction

This bibliography is evidence of the enthusiastic response by the thirty-four participants in the Leadership Development Institute for Vocational-Technical Personnel in the Twenty Western States when asked to share their personal readings on leadership and vocational education with the group.

The request was part of the preliminary preparation for the participants to complete prior to their attending the Institute. Each was asked to submit a bibliography of ten to fifteen references and a brief annotation of the material which illustrated sound information concerning leadership or vocational education programs or materials.

It should be noted that the list reflects a broad spectrum of interest ranging from books to magazines and from general leadership to specific instructional programs. It should also be noted that in many cases the participants did not have access to current materials concerning vocational education and leadership, therefore, some of the references were more general than the participants realized until after they attended the Institute and discovered the various means of securing current and up-to-date information on their subject.

It is the feeling of the Institute staff that the bibliography request added impetus to the program and will serve as a basis for professional readings not only for the participants but for others interested in vocational education and leadership.

Adult and Vocational Education, Formal application area designation for Bozeman, Montana, School District #7, Bozeman, Montana, 1967.

Sample of an area designation application. It includes the area to be covered, population in the area, vocational-technical needs of the area, and various other facts concerning this situation.

Albers, Henry H., Principles of Organization and Management. New York: John Wiley and Sons, Inc., 1966, 676 pp.

The central core of this book is concerned with the basic elements of managerial action planning, communication, and motivation within an organized managerial structure.

Allen, D. W., New dimensions in trade and technical teacher education. American Vocational Journal. September 1966, p. 20.

New approaches to teacher education are emphasized.

Allen, Robert M., Economic development - key to the world's future. Vital Speeches of the Day. June 15, 1968, pp. 536-540.

Four basic ingredients of national growth: Capital, knowhow, motivation of the people and stability of environment. Tells of the involvement of Litton Industries in working with the four ingredients for greater economic development.

Alting Von Geusau, Johkheer, Training in leadership. Training and Development Journal. Montclair, New Jersey: Vol. 22, No. 8. August 1968, pp. 15-19.

A plan of training for first line supervisors to improve their leadership abilities in the Iutch Steel Mill. The course of study is listed and some cases used are explained. Of specil interest to those working closely with industry.

American Association of Junior Colleges. Emphasis: Occupational education the two-year college. Washington, D.C.: 1966.

This publication summarizes the current emphasis on occupational education in the community college movement.

American Association of Junior Colleges, UCLA Junior College Research Review. Washingtn, D.C.: In conjunction with the ERIC clearinghouse for junior college information at UCLA.

Reviews significant research findings in all areas of junior college education.

American Association of Junior Colleges, Occupational Education Bulletin (monthly).

Reports on innovative semi-professional and technical programs in two-year colleges; four to ten pages, unbound, monthly.

American Vocational Association. New designs for the challenge of the 1970's. Washington D.C.: American Vocational Association: Booklet #17568. March 1968.

An attempt is made to give new direction for Vocational Education programs for the 170's.

American Vocational Journal. Vocational education looks at leadership. December, 1966.

Several excellent articles on leadership. The one I felt was very good was "The nature of leadership" by Ray C. Phillips which points out the basic needs in meeting the role of the leader. The entire publication is devoted to good articles on leadership from a psychologists, social worker and educator's viewpoints.

American Vocational Association, Inc., Your public relations Washington, D. C., American Vocational Association, 1954. 88 pp.

Practical information on how to get the most out of using all of the media of public relations--to develop good school-community cooperation.

Ashman, Richard D. New approaches in the professional education of distributive education teachers. Paper read at Vocational Technical Teacher Education Seminar, Ohio State University, Columbus, Ohio, February, 1968.

Dr. Ashman addresses himself to the need for 1) the cooperation in teacher training of personnel from several teacher training fields, 2) the cooperation of institutions within and outside the state, 3) the cooperation of two or more states in establishing programs, institutes, 4) the cooperation of institutions, states, and the U. S. Office of Education.

Association for Student Teaching. The Supervising Teacher. Iowa: The Association. 1959, 126 pp.

This volume focuses on the functions, responsibilities, and significant roles of the supervising teacher in the total teacher education program.

Association for Supervision and Curriculum Development. Leadership for Improving Instruction. Washington, D. C.: National Education Association. 1965, 180 pp.

This book provides instructional leaders with an opportunity to re-examine educational roles in a period of rapid change.

Association for Supervision and Curriculum Development. : Supervision in Action. Washington, D. C.; The National Education Assocation, 1961, 65 pp.

This booklet helps the new or the experienced supervisor evaluate his practices and procedures in improving instruction.

Aurner, Robert R.: Wolf, Morris Philip. Effective Communication in Business. Chicago: South-Western Publishing Company. 1967. 644 pp.

The edition reflects the modern program to synthesize within educational and business contexts, the teaching and the learning of several disciplines, ethics, logic, psychology, the arts of written and oral communications, and at the highest levels, the systematic application of verbal intelligence in human affairs.

Baker, Larry, Improvement through insight, Training in Business and Industry, Vol. 5, No. 5. May 1968, pp. 50-55.

Provides a look at the sensitivity training and its benefits.

Bangs, Kendrick, F. New approaches in providing subject matter for vocational business and office education teachers. Paper read at vocational Technical Teacher Education Seminar, Ohio State University, Columbus, Ohio.

Mr. Bangs raised three issues relevant to making changes in subject matter for Vocational Education teachers. 1) An analysis of a study of duties, responsibilities, and characteristics as they are perceived by three different groups--the secretary's peers, the immediate supervisors, and by the secretary personally. 2) How do we educate for a computerized world. 3) Developing entirely new business.

Barlow, Melvin L. A platform for vocational education in the future. National Society for the Study of Education, Yearbook, Part I., Vocational Education: Chicago: University of Chicago Press, 1965.

Importance of established patterns of employment in planning vocational education programs.

Barlow, Melvin L. ; Reinhart, Bruce. Profiles of Trade and Technical Teachers. California State Department of Education: State Printing Office, 1968.

This is a summary of a research study that included all trade and technical teachers in California. It included personal as well as educational data.

Barlow, Melvin (Editor) Vocational Education, National Society for the Study of Education, Chicago, Illinois: University of Chicago Press, 1965.

All who contributed to the yearbook were deeply concerned that it contribute to clearer thinking about Vocational Education in the context of contemporary American life.

Barlow, Melvin L. Why National reviews? American Vocational Journal, Washington, D. C. : American Vocational Association. Vol. 43, No. 9. 1967, pp. 10-11.

In this article, Mr. Barlow points out the need for national reviews in a modern day concept of vocational education. Leadership must be concerned with reviews with respect to the need for continued federal support to vocational education. Leadership and vocational education must be concerned with a national review.

Bellows, Roger. Creative Leadership, Englewood Cliffs, New Jersey: Prentice-Hall, 1959.

Emphasizes through the situation of the process of leadership development that leadership is a function of the group through the expression and participation of it's members. This dynamic leadership is constantly moving.

The book is divided into six parts: Viewpoints; Human motivation; social behavior; tension, conflict and leadership; leadership methods; measuring and improving teamwork. The book refutes the "great man" theory. Rated good.

Benham, Lloyd G. The Bulletin. National Association of Secondary School Principals. March 1968, p. 12.

If administrators and school boards are afraid to risk innovations, students will continue to be short changed in their educational programs. Articles give the story of the Hudson School District's solution to the curriculum for the non-college bound student.

Balcksone, Bruce I., State of the Union in office education. Foundation for Business Education. Vol. 14, No. 53, March 1968, p. 12.

Since the Vocational Act of 1963, office education has now become of age as evidenced by the growth of school programs throughout the country, the number of schools preparing office education teachers, and the influence being brought to bear on legislatures to help bring needed funds for office occupations education. Dr. Blackstone emphasizes the need for dedication to the welfare of our students in a professional way, and in this dedication solutions can be found to problems.

Bloom, Benjamin S: Davis, Allison: Hess Robert. Compensatory Education for Cultural Deprivation. New York: Hold, Rinehart, and Winston, Inc. 1965, 179 pp. Paperback.

This is a report based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation.

Blue, James L. Handbook for Supervisors of the Disadvantaged. Olympia, Washington; Division of Distributive Education, State of Washington, 1968.

Helpful handbook; each section gives pertinent suggestions for meeting needs of ths particular group of learners--specially written for supervisors.

BomKamp, Loraine, A cooperative office education program. Balance Sheet, Vol. 48, February 1967, pp 250-55, 285.

A description of training for and placement in a data processing cooperative office education program.

Borchert, John R; Anding, Thomas, L; and Gildemeister, Morris: Urban Dispersal in the Upper Midwest. Urban Report No. 7, Upper Midwest Economics Study, June 1964.

One of the urban upper midwest economic studies produced by the Upper Midwest Research and Development Council and the University of Minnesota gives invaluable information as to the economic development of the six states in the upper midwest.

Borow, Henry (editor) Man in a World at Work. Boston: Houghton Mifflin, Co. 1964.

This book marks the fiftieth anniversary of the National Vocational Guidance Asciation. It represents the profession's best current thinking on the nature of vocational guidnce, the meaning of the human work experience and research practice in vocational guidace.

Bowler, Earl M. Supervisory personnel development. Vocational Division Bulletin, Washington, D. C.: U. S. Government. Printing Office Bulletin No. 266, Trade and Industrial Series.

An excellent guide for organizing trade and industrial training programs.

Brady, Mary M. Let's vocationalize our office machines course. American VocationalAssociation Journal. pp. 40-53.

Description of seven basic machines to update the classroom and modernize teaching procedures.

Brown, Edwin, Jr. Experienced schoolmen talk to beginners. Journal of Phi Delta Kappa, Vol. 47, No. 6, February 1966, pp. 320-322.

The author sought answers from five retiring school principals to the following query: What do you think an older principal can say to a beginner that will be of help to him?

Brown, Ray, Judgment in Administration, New York: McGraw-Hill Book Company, 1966, 220 pp.

This book points out some of the causes for failure in administration. The author points out how leadership can be improved by understanding administrative practices.

Browne, C. E.: Cohn, T. S. The Study of Leadership, Danville, Illinois: Interstate printers and Publishers, 1958.

Includes a broad selection of leadership articles and studies which lend some particular point of view to the general study of leadership. Part IA defines leadership and studies relations between the leader and the group. Part IB discusses the traits theory of leadership. Part II shows leadership behavior from "outside" observation evaluation and participant evaluation. Part III develops personality dynamics; social perception; patterns of behavior; and relationships between leaders and followers. Part IV concerns itself mostly with leadership training.

Bumstead, Richard A. Polishing the Brass, Training in the Business and Industry, Vol. 5, No. 6. June 1968.

An article on the training of management or the education of management. The article deals with the development of personnel by the American Foundation for Management Research using the "Team Learning Process."

Burchonal, Lee G: Hawell, Harold A. The story of ERIC, The Education Digest. September 1966, pp. 44-47.

Educational Research Information Center created to facilitate and coordinate information storage and retrieval efforts in all areas of educational research. This article explains the operation of the ERIC system.

Burkett, Lowell A. Vocational education at the cross roads, American Vocational Journal, Washington, D. C.: American Vocational Association, Vol. 43, No. 2, 1968, pp. 13-15.

Mr. Burkett stated that we, as leaders in vocational education, stand at the cross roads and seem to move in many directions at one time. Vocational education, today, has many spokesmen but few statesmen. The article is a plea for strong leadership and support of a professional organization.

Mr. Burkett in an address to the 1967 AVA convention spells out the need for real leadership at all levels of vocational education and gives some indications as to how the lack of such leadership has affected the progress of vocational education.

Bush, Robert N: Allen, Dwight W. A New Design for High School Education, New York: McGraw-Hill, 1964.

This book deals with developing vocational programs through flexible scheduling.

California State Department of Education, A Proposed System for Reporting Job Placement Follow-through Data. Sacramento: 1968, 41 pp.

A proposed model information storage and retrieval system of follow-up devised by the State Department of Education. The proposed system was designed to be used state-wide and to include high school, junior college, and adult students in industrial education programs.

California State Department of Education. A Study of Technical Education in California. Vol. 28, No. 7, September 1959. Bulletin of California State Department of Education

Includes guidelines for the development and operation of technical education programs in the junior college system.

California State Department of Education. Handbook of Work Experience Education. Sacramento: 1965, 112 pp.

A guide to the organizations and operation of work experience education programs--exploratory, general vocational work experience.

California State Department of Education. Leadership for Vocational Education in California. Sacramento: 1965-66.

Four reports on the leadership development of vocational education personnel in California. The program included: (1) manpower and employment, (2) occupational guidance, and (3) evaluation.

California State Department of Education. Report of the California State Conference on Vocational Education. Sacramento: 1965, 88 pp.

A report of the annual industrial education conference for industrial education personnel of California. This conference was concerned mainly with vocational education.

California State Department of Education, Trade and Industrial Education in California Public High Schools, Bulletin of California State Department of Education. Sacramento. Vol. 27, No. 13. State Printing Office, November 1958.

An overview of all vocational programs in California Public Schools.

California State Department of Education. Vocational Education in California 1964-65. Sacramento: 1966, 115 pp.

The annual report on agriculture, business, homemaking and industrial education based on the outline provided by the U. S. Office of Education. It briefly describes the state level operations and state-wide developments in vocational education as a result of Vocational Education Act, 1963.

Campion, Howard A. The establishment: the power structure of school and community School Shop. Vol. 24, No. 8, April 1965.

A discussion on the power structure common to every school system and the basic maneuvers the supervisor may take to establish his office and shop program.

Cantetti, Elias. Crowds and Power. New York: The Viking Press, 1966.

A number of unique ideas are presented. The use of the question as a device or weapon for the leader is an example.

Cardozier, V. R. Public Relations for Vocational Agriculture. Knoxville: Demeter Books, 1958, 206 pp.

An attempt to guide and stimulate vocational educators in agriculture in planning and improving favorable public relations. The objective of the book is to stress the process of building understanding and support for a vocational education program in agriculture.

Carmel, James H. Exhibition Techniques: Traveling and Temporary. Reinhold, 1962.

An excellent source of ideas for planning exhibits of all sizes and for all purposes: gives many practical suggestions, ways to avoid mistakes and illustrations of good examples.

Cartwright, Darwin: Zander, Alvin. Group Dynamics, Evanston, Illinois; Row, Peterson and Company, 1960.

Summarizes methods and findings of research on group dynamics. Attempts to show methods used in research on groups, formation of groups and the development of groups working together; group goals and problems in moving toward goals, shows structure of groups; and gives research on leadership.

Chrisholm, William H. Manpower resources and development - the importance of people. Vital Speeches of the Day, February 19, 1968.

The importance of people to industry, how they can be attracted, how they should be trained and how can that particular industry hold them.

Clark, Garfield, Industrial Relations in a British Car Factory.

Technology and the elaborate beaucratic paraphernalia required to accommodate a complex system of men and machines may be important variables operating below the surface of the obvious and visible economic factors.

Clark, Mark (General), What it takes to be a leader. Reader's Digest.

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Combs, Arthur W. (editor) Perceiving, Behaving, Becoming. Yearbook 1962. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street.

A new approach to the three basic foundations of education--social, psychological and philosophical.

Committee on Labor and Public Welfare, Vocational Education: The Bridge Between Man and His Work. Publication 1 and Publication 2. The publications have been published as one volume by the Subcommittee on Education of the Committee on Labor and Public Welfare, U. S. Senate. 1968.

Excellent report on vocation-technical programs in the United States.

Conant, James B. Slums and Suburbs. New York: McGraw-Hill Book Company, Inc. 1961, pp. 44-50.

Vocational education in vocational schools and comprehensive high schools.

Cone, Bonnie E. Occupational Education: A challenge to the Two Year College. Charlotte, North Carolina: University of North Carolina Conference Report. July, 1967, 55 pp.

A complete report of the conference for community college administrators in occupational education held at the University of North Carolina.

Cooper, Shirley & Associates, Imperatives in Education. Washington, D. C.: American Association of School Administrators. 1966, pp. 20-41.

Presents today's needs for preparing for the world of work and techniques for bringing this to reality.

Cordasco, Frank M. The federal challange and peril to the American school. School and Society Magazines. Summer 1966, pp. 263-265.

The challenge which faces the vocational people today with all the federal funds which have become available in such a short period of time. The challenge of people in the vocational areas to administer and set up programs with funds are more plentiful today than ever before.

Corey, Arthur F. Educational power and the Teaching Profession. Phi Delta Kappa. Dayton, Ohio: Phi Delta Kappa, Vol. 49, No. 6. February 1968, pp. 331-334.

Mr. Corey emphasizes the "power" of personal and professional influence teachers can have on students, colleagues, trades people, etc. In effect he calls upon teachers to in fact assume their potentials as leaders in education.

Coyle, Frank, Jr. Supervision at the local level. United States Office of Education: Area Vocational Education Branch, Division of Vocational and Technical Education, Bureau of Educational Assistance Programs.

If the teacher can get the opportunity to explain what he is doing, to explain what is holding him back, to explain what he would like to do, to get an evaluation of what he is doing and should be doing, and to be told how he may grow. The answer to these questions are the ingredients of good supervision.

Crank, Doris: Crank, Floyd L. New Perspectives in Education for Business. Washington, D. C.: National Business Education Association. National Education Association. 1963. 448 pp.

The 14 chapters deal with vocational competence in the major subjects. The book contains materials helpful to teachers at all levels of instruction and in all areas of business education.

Darr, John W. Motivation and morale: two keys to participation Personnel Journal. Vol. 47, No. 6, pp. 388-397.

A presentation of a case for participative management.

Dartnell Press, What a Supervisor should know. Chicago, Illinois, 4660 Ravenswood Avenue.

Monthly pamphlet series for supervisory personnel.

DeBarnadis, Amo. Vocational education, a time to shift gears. School Management. Vol. 11, No. 3, March 1967. Greenwich, Connecticut. pp. 153-172.

An intensive look at vocational education and the needs for change are explored. This article is a must for leaders of community college programs.

Dennison, Bobby, Improving industrial arts through public relations. Industrial Arts and Vocational Education. Vol. 57, No. 6, June 1968, p. 40.

An eight point plan for organizing a public relations effort.

Diamond, R. M. A guide to Instructional Television, New York, McGraw-Hill, 1964.

Educators discuss the scope and limitation of television in its many forms, its effect upon teaching efficiency and its application in many subjects.

Dickey, Frank G. The case for voluntary accreditation. American Vocational Journal. Washington D. C.: American Vocational Association. Vol. 42, No. 9. 1967, pp. 12, 61.

As pointed out in this article, the main purpose for accreditation is to set standards of excellence. Accreditation is an iad to a school in effective use of advisory committees, range of offerings, effective program coordination, occupations, competency, placement, follow-up, selection procedures, well-planned facilities, and continued evaluation.

Dittrick, Alva R. New directions in vocational education. The Bulletin. Washington, D. C.: Vol. 49, No. 301. 1965, pp. 46-53.

Leadership in organizing and developing vocational programs in the Cleveland Public schools.

Dodson, Edwins, Vocational education and the comprehensive high school. A paper prepared for the Nevada Research Coordinating Unit at the University of Nevada, Reno, Nevada, 1968.

The article discusses: problems and realities, leadership or management, changing attitudes and administration of the PROGRAM.

Doyle, William T. Teaching with buzz groups. Junior College Journal. Washington, D. C.: American Association of Junior Colleges. Vol. 35, No. 5. February 1965. pp. 12-14.

Some teaching techniques that will help break away from the lecture system and capitalize on wide diversity of community college students.

Draper, Dale C. Educating for Work, Washington D. C.: The National Committee on Secondary Education, National Association of Secondary School Principals, 1967.

This report explores questions regarding vocational education. For example, what kind of vocational training is really needed? How much should be specific and how much general?

Drawbaugh, Charles C. The grand mix. American Vocational Journal. Washington, D. C.: American Vocational Association. Vol. 43, No. 1. 196, pp. 54-57.

The grand mix goes into all levels and services within vocational education. It will give the reader a good understanding how vocation leadership is moving freely with academic subjects as well as academic disciplines. This article also gives some good ideas on instructional aids.

Drucker, Peter F. The Practice of Management. New York: Harper & Row Publishers. 1954. 403 pp.

The aim of this book is to narrow the gap between what is being done and what should be done in the field of management. This book deals with industry but is most applicable to educational leadership.

Dunlop, John T. Frontiers of Collective Bargaining. New York: Harper & Row Publishers. 1967, 225 pp.

This book covers the entire field of collective bargaining and is valuable background for leaders in education today.

Education Age, The recruiting game. Vol. 4, No. 5., May-June, 1968.

An Education Age survey of teacher recruiting practices in 40 school systems in 30 states.

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These are actual plans for in-service training programs for teachers in such places as San Diego, Seattle, and so forth. Innovative activities, ideas, and practices, could for vocation in-service training programs.

Enchelberger, Lila Jeanne, A unit of study on orientation to the world of work. Illinois Teachers of Home Economics. Bonus Issue, 1965-66. pp. 20-47.

Describes course content of a four week study of women and employment.

Eno, Richard H. Oregon's program of vocational education leadership development. Business Education Forum, Washington, D. C.: National Business Education Association. Vol. 22, No. 6. March 1968. pp. 23-24.

Experienced teachers, as "vocational education interns" are able to develop leadership potential through a combination of formal study and practical experience at various levels of vocational education--high schools, community colleges, universities, and state department of vocational education.

Farnsworth, William M. The new direction in agriculture at the agricultural and technical colleges of New York State. The Journal of the National Association of Colleges and Teachers of Agriculture. No. 3, September, 1966, pp. 156.

Curriculums are planned for the individual student and makes it possible to meet the needs of many more people interested in agriculture and its numerous related areas, either by technical courses or on-the-job training.

Feirer, John L. Supervision of industrial arts. Industrial Arts and Vocational Education. Wisconsin: Vol. 57, No. 5, 1968, p. 23.

The role of the state supervisory in cooperation with teacher education institutions.

Furguson, Milton N. Human engineering. For Those Who Must Lead. Hillsdale, Michigan: Hillsdale College, Vol. 6, No. 4, 1968. pp. 2-3.

An attempt to determine what human engineering is, and how it might be prepared and properly installed for practical purposes.

Gardner, John W. Excellence. New York: Harper & Brothers Publishers, 1961, pp. 163.

The author begins by discussing our social and educational structure in America. He talks of tests, testing talent, and individual differences. The final section of the book offers some suggestions for solutions to our social and educational problems.

It answers the questions: Is excellence possible in a democracy? Does our devotion to equality condemn us to a pervasive mediocrity?

Gensberg, Eli: Smith, Herbert A. Lessons from Ethiopia, Manpower Strategy for Developing Country.

This is a very useful and well done application problem of Ethiopia. Manpower and human resource needs are discussed in terms of education and incentive policies, also the role of manpower analysis in economic planning.

Ginsberg, Eli, The Development of Human Resources. New York: McGraw-Hill, 1966, 299 pp.

Focus on important sources of manpower waste and ways to reduce/eliminate this waste.

Gleazen, Edmund J. Junior College and technical education. School and Society Magazine. October 29, 1966. pp. 340-341.

The author deplores the downgrading of college level occupational education programs. High school counselors tend to push young people toward university programs and look down upon occupational and semi-professional education and enhance their prestige among those who can benefit from these.

Gleazen, Edmund J. Technical education and society, the community college, Vital Speeches of the Day. Vol. 22, No. 17, May 12, 1966, pp. 540-543.

The importance of college degrees are less today than a few years ago. The over-emphasis we have placed on these degrees in the past has over-looked the importance of our technical programs and their contributions to education and our society.

Government Printing Office. *Education for a Changing World of Work.* Report of the Panel of Consultants on Vocational Education. Washington, D. C. : U. S. Department of Health, Education and Welfare, Supt. of Documents. 1964, 296 pp.

The complete report is important for background on leadership development. See expecially part 2, 3, and 4.

Report of the panel of consultants on vocational education leading to the passage of the 1963 Act. Rather good historial development and excellent status report of vocational education in the early sixties; justifies certain innovative parts of the Act.

This is the report of the panel of consultants on vocational education charged with the responsibility of reviewing and evaluating current national vocational education acts as directed by the President of the United States.

Government Printing Office, *Education for the Allied Health Professions and Services.* U. S. Department of Health, Education and Welfare. Washington, D. C. : Public Health Service Publication. No. 1600. 1967.

The National Advisory Health Council report on the needs of the education and training of the allied health occupation worker.

Government Printing Office, *Medical Laboratory Assistant,* A suggested guide for a training program. Office of Education, U. S. Office of Health, Education and Welfare. 1966.

An example of the type of suggested training guides vocational-technical programs put out by the Office of Education. There are many such excellent guides.

Government Printing Office, *Occupational Criteria and Preparation of Curriculum Patterns in Technical Education Programs.* U. S. Department of Health, Education and Welfare, OE 80015, Washington: 1965.

Concerned with curriculum development and construction of vocational programs.

Government Printing Office, *Putting the Hard-core Unemployed into Jobs.*

Report of conference of corporation executives, educators, and civic leaders on specific programs oriented toward the unemployed and special problems of minority groups.

Government Printing Office. *The Preparation of Occupational Students.* OE 80042, Washington, D. C. : 20402, 1966, 176 pp.

A very interesting and intensive course guide on "how to teach" courses to prepare occupationally competent Individuals for teaching vocational subjects.

Government Printing Office, *Vocational Education, the Bridge between Man and his Work.* Washington, D. C. : Adopted from the General Report of the Advisory Council on Vocational Education. 1968. 16 pp.

Current statistics, findings and recommendations.

Grant, Venn, Man, Education and Work. Washington, D. C.: American Council on Education.

Highly readable book, available in paperback on the challenges of vocational education; primarily oriented to post-high school institutions with some discussion of the articulation problems of high school-junior college programs.

Gray, Jarrell D: Jackson, J. R. Leadership Training. Englewood, Cliffs, New Jersey: Prentice-Hall, Inc. 1958, 120 pp.

This book is designed to provide reference material for a leadership training program of an organization. It outlines the qualifications necessary for officers and provides the essential information that each needs to fulfill his duties. It also provides a manual of parliamentary procedure, organized for easy understanding.

Gruber, Joseph, Delay Vocational business education? An emphatic No? Balance Sheet, Vol. 47, October 1965, pp. 52-54, 80.

A discussion of business education's place in vocational preparation.

Haldane, Bernard. How to Make a Habit of Success. Lees Summit, Missouri: Unity Books. 216 pp.

The author, founder of an organization for training managers, believes that individuals should not dwell on past mistakes unless you want to make bigger and better mistakes. Theme is "Think Positively."

Hall, D. M. Dynamics of Group Action. Canville, Illinois; The Interstate Printers and Publishers, Inc. 157, 240 pp.

A book in which the author attempts to deal with both the theory and practice of those many situations in which people try to work out their problems together. This might be classified as a handbook which leaders and/or leadership teams may refer for answers to the many "how" "what", and "why" questions which arise.

Hall, Jay: Williams, Martha, Styles of Leadership Survey. Austin, Texas: Telemetrics, Inc.

This instrument affords a self-scoring assessment of leadership behaviors. The relative emphasis leaders place in personnel and purpose is measured and the resulting styles of leadership are presented in a concise and easily interpreted form.

Hall, Jay: William, Martha, Work Motivation Inventory. Austin, Texas: Telemetrics, Inc.

The self-scoring inventory is job specific and reveals the types of needs individuals consider important in making decisions about their work.

Hallam, Stephen F. Businessmen talk about data processing education. Balance Sheet. Vol. 49, September 1967, pp. 15-17.

Discussion of needs of changing program of instruction.

Hamilton, Richard F. Work and education: the problems facing us. The advanced Degree and Vocational Technical Education Leadership. pp. 26-33.

Dr. Hamilton lists a number of areas in which we have insufficient information and also some of the basic positions that have been delineated in the last 190 years. He also talks about different skill levels and requirements. The later part of the article is devoted to the responsibility of different segments of our society in accomplishing "the tasks."

Hansen, Kenneth J: Liles, Parker. Administration and Supervision in Business Education. Washington, D. C. : National Business Education Association, NEA. 1965, 357 pp.

This 42 chapter book was commissioned in response to a growing demand for an authoritative reference and textbook on administration and supervision in business education. The chapters and the selected references cover all levels of administration and supervision in the public school system.

Harris, Ben M. Supervisory Behavior in Education. Englewood Cliffs, New Jersey: Prentice-Hill, Inc. 1963.

Written for those who have an interest in instructional supervision, in a broad sense, as well as for those interested in instructional leadership.

Harris, Thomas O. Developing leadership with club activities. Vocation Magazine. St. Paul; Ramco Publishing, Vol. 1, No. 3. 1967, pp. 27-31.

The author makes a case for vocational leaders to encourage the organizations of Vocational clubs, primarily T & I clubs.

Hawkins, Layton: Prosser, Charles: Wright, John C. Development of Vocational Education. Chicago: American Technical Society, 1951.

Outstanding publication--though somewhat out of date--on the historical evolution of American vocational education, with heavy emphasis on the federal interest in vocational education. It is very broad in its approach and coverage.

Holt, John. How young children learn. Parents' Magazine. September 1966, pp. 60-63, 82.

Excellent portrayal of different ways to teach the academic courses so they can be explored and enjoyed and thereby better understood in the context of today's living. This article shows the way to many improved educational methods in ways that do not cost extra money but improves the teaching environment.

Horner, J. T. Establishing vocational technical schools. The Agricultural Education Magazine. August 1965, pg. 38.

Steps in the establishment of vocational-technical schools are discussed.

Hoyt, Kenneth B. SOS, a call to action. American Vocational Journal. Washington, D. C. : American Vocational Association. Vol. 43, No. 5, 1968. pp. 51-54.

Doctor Hoyt describes his system will put occupational information into your counseling review. In vocational education, counseling must have leadership. Vocational counselors must assume a position of leadership. The article calls for immediate action. Doctor Hoyt calls it his 'SOS system.

Hunt, Mary R. A remarkable instrument for learning. Junior College Journal. Washington, D. C.: American Association of Junior Colleges, Vol. 36. No. 4. December 1965, pp. 9-11.

The cooperative education method of learning is explored and discussed. Meaningful participation in career training but also general education through experience is reviewed.

Industrial Arts and Vocational Education Magazine, Vocational Education--the bridge between man and his work. Milwaukee: The Bruce Publishing Company, Vol. 57, No. 6. 1968. pp. 20-24, 48, 50, 52, 54.

This is an excerpt from the reported findings and recommendations of the Advisory Council on Vocational Education which was set up by virtue of the 1963 Vocational Education Act. The article contains the 26 main recommendations of this group.

Illinois Research coordinating Unit. A bibliography of published and unpublished vocational technical educational literature. Corplan Associates Project Q-6024. Research Coordinating Unit, Board of Vocational Education, State of Illinois, 1966.

This bibliography is intended to be helpful to those concerned with education in Illinois and in other states at the state and local level and to those in institutions of higher education who are seeking literature in the field as a basis for further research for solutions to present problems in vocational and technical education.

Johnson, Raymond L. Attitude changes among literacy teachers coincident with training and experience. Adult Education Journal. Vol. 18, No. 2, Winter, 1968.

An evaluation of the effects of a short-terms training course in changing the attitudes of teachers toward illiterate adults. It was found that the greater shift in attitude coincided with the period of actual teaching rather than the training course.

Jones, C. S. et. al. Seven technical education leaders look at 25 years of change and progress. Technical Education News. September 1966, pg. 23.

This article presents the views of leaders concerning the past, present, and future of technical education.

Kaufman, Jacom J.; Schaefer, Carol; Lewis, Morgan: Stevens, David: Hayes, Elaine. The Role of the secondary schools in the preparation of youth for employment. Pennsylvania State University: Institute for Research on Human Relations. 1967, 434 pp.

A study of vocational-technical education programs in the central and eastern regions of the country. The study includes a chapter on the administration of vocational programs.

Kelley, Earl C. The dropout, our greatest challenge. Educational Leadership Magazine. Vol. 20, No. 5. February 1963, pp 294-296, pp. 318.

There is more interest in dropouts today than several years ago. The cost to society and individuals is hard to calculate, but human waste is our greatest extravagance. Dropouts are not only those who actually quit school, but many in school have dropped interest.

Kemp, Barbara H. The Youth We Haven't Served, A Challenge to Vocational Education. Washington, D. C.: U. S. Office of Education. 1966, 51 pp.

Entire booklet helpful information. Vocational leadership suggestions spelled out from pages 25-44.

A challenging discussion of the problems of the socio-economically handicapped youth and some suggestions by the author on how to at least begin to meet some of their needs.

Keppel, Francis. The Necessary Revolution in American Education. New York: Harper & Row, Publishers. 1966, 163 pp.

Chapter IX was the one I read most thoroughly. It deals with the points of strength and weaknesses of school administrators (particularly superintendents) and the need for them to work with society, business, and government at all levels. I felt that there were many points which could apply to vocational education leaders as well as superintendents.

Killen, M. Barbara, M. S., Supportive personnel in physical therapy. Reprinted from the Journal of the American Physical Therapy Association. Vol. 47, No. 6, June 1967.

Outlines the necessity for programs in this field.

King, Sam W. Organizations and Effective Use of Advisory Committees. Washington: U. S. Government Printing Office, 1965, 75 pp.

An aid to understanding the role of various advisory committees and suggested methods of organization and utilization.

Knezevich, S. J. A road to quality vocational facilities. Proceedings of National Conference on Vocational-Technical Facility Planning. Reno, Nevada: Nevada School Plant Planning Lab. 1967, pp. 7-20.

Emphasizes that a liberal education in a free society must include opportunities for vocational-technical education.

Knobel, Robert M. Post secondary occupational education--phenomenon of this generation. American Vocational Journal. Washington, D. C.: Vol. 43, No. 4. April, 1968. pp. 15-18.

Points up issues and problems and the immense potential for occupational education at the post-secondary level.

Knowles, Malcolm: Knowles, Hulda. How to Develop Better Leaders New York: Association Press. 1955.

A small but very practical book, the authors give a brief resume of past scientific investigations of leadership, some results of the research and the new dimensions for leadership training as it relates to the individual and group. Then the authors tell how to develop leaders in two major areas.

Knudson, Harry. Human Elements of Administration. New York: Holt, 1963.

Readings and cases on the administrative climate, motivation and behavior, the administration of change, communication in the organizations, and leadership and authority.

Konecny, F. J. Staff recruitment and development. Paper read at National Clinic on Trade and Industrial Education. Chicago: 1964. 5pp.

This paper has four main parts: an introduction, which explains staff and line function, the how and why for staff recruitment, staff development, including types of in-service programs, basic tools and suggested activities and lastly a summary.

Kitzy, Arnold and others. Occupational Education Planning and Programming. Stanford Research Institute Project No. MU-6157. Menlo Park: Stanford Research Institute, 1967.

These two volumes represent the final report of a research effort and conference conducted for the U. S. Office of Education on the planning and decision-making processes in vocational and technical education in six states.

Kourmadas, John R. (Editor) Vocational education: time for decision. The Bulletin of the National Association of Secondary School Principals. Vol. 49, No. 301. 1965.

This issue of the Bulletin presents a series of 19 papers prepared by nationally-known educators examines education.

Krech, David. The chemistry of learning. Paper presented at three national seminars on Innovation. Honolulu, Hawaii, July 21, 1967.

Content - Research on how chemicals can affect the short term memory and the long term memory in rats. The use of chemicals can also improve learning performance.

Lancelot, W. H. Permanent Learning. London: John Wiley & Sons, Inc. 1945, 221 pp.

This book is largely techniques of changing human behavior and has many practical suggestions for good human relations. It is old but the principles are great.

Lanham, Frank. Innovative ways of obtaining work experience for teachers of business and office education. Paper read at vocational technical teacher education seminar, Ohio State University, Columbus, Ohio, February 1968.

In order to implement or improve vocational technical teacher education, it was suggested that much additional effort, including possibly a national seminar needs to be directed toward understanding the behavioral objective of the teacher education programs.

Larson, Milton E. The philosophy education forgo. American Vocational Journal. Washington, D.C.: American Vocational Association, Vol. 43, No. 3, March 1968. pp. 22-23.

Covers the need to educate the non-college bound. Calls for excellence in trades.

Lawrence, T. H. Management Communications. Kansas City: Lawrence-Leiter Company, 1966, 18 pp.

A manual designed to help each person as an individual in his communications with others--to help him see what personal qualities enter into successful communications--and to help him understand more clearly how he can build stronger leadership through two way communications.

Leadership Resources Inc. Monographs: Looking Into Leadership Washington, D. C.: Leadership Resources Inc., 1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006.

This is the best book I have used in my leadership work. The monographs bring into focus new ideas and practical knowledge of leadership principles and practices in preparing oneself for the role of a leader and executing this role successfully. Includes group effectiveness, self-development; decision making; personal communications; individual motivation, creativity, plus other areas.

Lieberthal, M. Labor: Neglected source of support. American Vocational Journal. Washington, D. C.: American Vocational Association. Vol. 42, No. 9, 1967, pp. 49-52.

It is recognized in this article that labor support for total vocational education programs will come only with the expenditure of considerable time and effort. Vocational educators themselves have too few hours to spare. They must judge whether the benefits of labor support are worth the additional effort.

This article reviews the need for vocational educators to consult and work with labor unions and gives some fine suggestions on how to enjoy their cooperation in program development and conduct.

Largent, Willard. He's a real tiger. The Personnel Administrators Vol. 12, No. 3. June 1967.

Deals with how to become a leader in a humorous fashion.

Likert, Rensis, The Human Organization, its Management and Value. New York: McGraw-Hill, 1967.

The text explains the theory and principles behind effective administration in terms of the intangibles of people, their aspirations, and expectations as related to the goals of the organization as a whole.

Lippitt, Gordon: Peterson, Peter. Development of a behavioral style in leadership training. Training and Development Journal. No. 7, 1967, pp. 9-17.

Military use of a job analysis and interest measurement test for OCS candidates.

Liveright, A. A. Strategies of Leadership in Conducting Adult Education Programs. New York: Harper and Brothers, 1959.

Intended for lay leaders so they can better understand what they are doing in their programs, which is crucial to effective volunteer leadership in informal groups which have as their purpose self-education, and thus be able to improve their efforts and programs. Items such as clarifying group goals; recruiting, selecting, and training leaders, developing leadership styles, developing group understanding and promoting cooperation in discussion; and effective by evaluating programs. Food for this type of program.

Logan, William G. The pursuit of excellence in vocational teacher preparation. Paper read at Vocational Technical Teacher Education Seminar, Ohio State University, Columbus, Ohio, February 1968.

If there is a dominant theme in vocational education today, it is the pursuit of excellence, serving the needs of all without sacrificing quality. Teacher education must continue to play a leading role in this search for excellence.

Logan, William G. Vocational Leadership: Nature and need. American Vocational Journal. Washington, D. C.: American Vocational Association. Vol. 42, No. 9, December 1966. pp 14-17.

Dr. Logan defines the components of leadership situations--the individual (the leader, the formal organization or group, and the informal organization) indicates the importance of each. He further lists restrictions affecting leadership development and positive examples which can contribute to leadership development.

Lombardi, Vince, From a coach to champions. U. S. News and World Report. February 20, 1967.

Excerpts from an address to businessmen.

London, H. H. Leaders for vocational education. School Shop. Vol. 24, No. 8, April, 1965, pp. 56-57, 109.

Mr. London discusses what he believes to be the minimum qualifications for leadership.

Short, but well-defined views of the author on guidelines for selecting and training vocational education leaders.

Long, R. Charles. Vocationalizing the on-campus cooperative office education program. Business Education World. Vol. 48, October 1967, pp. 15, 28-29.

Methods simulating office education programs in an in-school program.

Los Angeles County Superintendent of Schools, 1967 Leadership Conference. Los Angeles: Los Angeles County Schools. 1967, 100 pp.

A report of the 1967 leadership conference for high school industrial education department chairman held at the USC Conference center. The purpose of the conference was mainly concerned with leadership development of industrial education personnel at the grass-roots level.

Los Angeles County Superintendent of Schools. 1968 Leadership Conference. Los Angeles: Los Angeles County Schools, 1968, 98 pp.

A report of the 1968 leadership conference for high school principals and industrial education department chairman. The conference was an expanded version of the 1967 conference which only included the department chairman.

Luster, George L. National Seminar to Improve the Use of Youth Organizations in Vocational Education as Teaching Devices. Lexington, Kentucky: University of Kentucky, 1967, 181 pp.

A final and detailed report of a federally granted seminar which was designed to facilitate the upgrading of the professional leadership in vocational education in the use of youth organizations as effective teaching devices.

Pynton, Rolf P: Pereik, Udai. *Training for Development.* Irwin, 1967.

A presentation of current theory and practices in the planning and implementing of training programs with ideas for improving existing ones to increase results.

Mahoney, Thomas A. *Building the Executive Team*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1967.

It reveals methods used to set-up an effective team-oriented management development program. It enables you to develop young executives who function well together and successfully withstand the ever-growing pressures of modern business.

Mager, Roger F: Beach, Kenneth M., Jr. *Developing Vocational Instruction.* Palo Alta, California: Fearon Publishers. 1967, 83 pp.

This is a description of the step involved in preparing instruction that can be demonstrated to facilitate learning. The whole book is excellent. Chapters 9 through 14 are expecially appropriate.

Maley, Donald. The cluster concept. *American Vocational Journal*. Washington, D.C.: American Vocational Association, Vol. 43, No. 5, 1968 pp. 22-24.

One of the best ways that a vocational director could show leadership is by developing a cluster concept in his school. There are many benefits to be derived. The main two would be providing additional opportunities for your young people and secondly, costs could be cut considerably.

Mason, Ralph (editor) Effective cooperative business education programs. *NBEA Yearbook*. Vol. 5, pp. 293-297, 1967.

Mr. Mason outlines minimum essentials in coordinators file to begin an effective cooperative program. The plan is divided into the coordinators file, which would include such items as criteria for student-learners and selection of training stations; and the students file, which would include personal data on students, and weekly report forms as a few examples.

Maurer, N. S. Role of the department chairman. *Industrial Arts and Vocational Education*. Vol. 50, No. 2, February, 1961, p. 20.

A very extensive outline of an individual's role as a supervisor or department chairman.

Mays, Arthur B. On administration and supervision. Read at the conference for vocational administrators and supervisors at Urbana, Illinois, in 1943.

Discussion of the three primary qualifications for successful leadership.

McDowell, L. C. New approaches in providing and updating occupational experiences for vocational teachers. Paper read at Vocational-Technical teacher education seminar, Ohio State University, Columbus, Ohio. February, 1968.

The topic under discussion contained two definite areas of thought. 1) Providing for occupational experience as a part of teacher education prior to the individual's actual experience, 2) Updating the occupational experience of vocational teachers who are already teaching.

McGregor, Douglas, Leadership and Motivation. Cambridge, Massachusetts; The MIT Press, 1966.

The much discussed theories of X and Y are presented in this volume.

McLaughlin, W. E. (compiler) The Communication of Ideas. Montreal: The Royal Bank of Canada, May, 1960.

The compilation of twelve selected Monthly Letters combines excellent letter writing hints with a common-sense approach to communication in general. Persons in leadership positions can learn how to avoid being responsible for "the mental wear and tear that is caused by incomplete or misleading communication."

McMurry, Robert N. Tested Techniques of Personnel Selection. Chicago: Dartnell Corporation. 1967.

The system focuses attention upon significant aspects of an applicant's work history, training, schooling, and family background. It helps you determine before hand whether he has the right combination of skill, training, and motivation to predict job success.

Meek, Doris A. The day classes stopped. Junior College Journal. Washington, D. C.: American Association of Junior Colleges, Vol. 365, No. 1. September 1965, pp. 25-27.

Oakland City College took two hours of prime teaching to publicize the career training opportunities at the college. This article gives details for anyone planning a similar program.

Miller, James Natha, The coming revolution against boredom in the classroom. The P. T. A. Magazine. Vol. 60, No. 8, April 1966, pp. 18-21.

Too much of the subject matter taught in our schools today cannot be applied to everyday life. Consider the dropout, what subject matter can be used when he drops out of school? Many of our vocational schools operate with the same philosophy.

Miller, T. R. The principal's viewpoint as the vocational agriculture teacher sees it. American Vocational Journal. Washington, D. C.: American Vocational Association, Vol. 43, No. 1, 1968. pp 52-53.

This is a good article to give young vocational directors an understanding of how principals think. It could give the reader a good understanding of the difference in view points between the normal academic principal and a vocational instructor.

Montana Vocational Education Association, Vocational-technical education needs of Montana Youth and adults. Panel of Consultants reports.

Reports by leaders in agriculture, home economics, and other fields of Montana Vocational programs.

Moore, Raymond S. A call to larger leadership. American Vocational Journal. Washington, D. C.: American Vocational Association, Vol. 43, No. 2. 1968, pp. 22-23.

Money is not the greatest need, but the need is for women with warm hearts, great vision and sterling courage. Practice what you teach. This is a challenge to home economics.

Montgromery, R. W. Leadership, democracy and vocational education. American Vocational Journal. Washington, D. C.: American Vocational Association, December 1966. pp. 10-11.

Dr. Montgomery suggests we seek the paths of leadership which will liberate the intelligence of our students. We must encourage imagination experimentation, and free-thinking--thinking students will become leaders.

Moigan, Robert B: Bushnell, Davis S. Vocational training and curriculum design. Educational Technical Digest. Fort Washington, Pennsylvania: Philco Ford Corporation, Vol. 2, No. 3, 1968. pp. 8-14.

This article discusses the need for more realistic curriculum design for academic and vocational courses and suggests some problems and possibilities.

Morphet, Edgar L: Ryan, Charles O. (Editors) Implications for Education of Prospective Changes in Society. Denver: Designing Education for the Future, 1967. 323 pp.

Includes the report prepared for the second areas conference of the eight state project. Reports include: Education for the World of Work, Community Colleges, Adult and Continuing Education on Leadership and Control of Education.

Morphet, Edgar L.: Ryan, Charles O. (Editors) Planning and Effective Needed Changes in Education. Denver: Designing Education for the Future, 1967. 317 pp.

Includes the reports prepared for the third area conference of the eight state project. Reports include: Affecting Needed changes in Education and State Planning for Education.

Murphy, Joseph. Overcoming supervisory weakness. Personnel Journal. Vol. 47, No. 5. May 1968. pp. 312-314.

Knowledge and training can help only after the supervisor puts his own house in order.

Musselman, Vemon A. Recent development in providing major field content in education. Paper read at Vocational-Technical teacher Education Seminar, Ohio State University, Columbus, Ohio, February 1968.

Teacher educators must consider the need for developing programs which will prepare teachers to teach a program designed for a cluster of occupations. Teacher educators should be supporters of general education.

National Association of Secondary School Principal's Bulletin. Simulating leadership in vocational education. No. 52, 1968, pp. 114-119.

A method of instruction which includes simulating everyday experiences encountered by administrators followed by discussion on possible reactions to the problems presented.

National Conference on Education of the Disadvantaged. Report: National conference on Education of the Disadvantaged. Washington, D.C.: July 18-20, 1966.

Self-examination by educators in search of better ways to meet the needs of the disadvantaged. Discussion of ways to improve with help of Title I funds, through use of noted panels of all segments of the educational directory, (some excellent ideas for disadvantaged education.)

National Education Association of the United States, Special report, division of federal relations. November 8, 1966.

Gives all the federal programs involved with education that are reimbursable.

National School Public Relations Association. The shape of education for 1968-69. Washington, D. C. : *Education U. S. A.*, Vol. 10. 1968.

A handbook of articles on the most important current developments and trends in education.

*Nation's Business*. Management report. Eight steps to better training. Washington, D. C. March, 1961.

A report which related the way people learned and the ways which management could effectively use or benefit from these learning methods. The nation's businesses spend $2 billion each year on education--the reason for the interest.

Neal, E. Vivan: Hoffman, Kenneth E. Vocational-Technical Teacher Education; National Seminar Proceedings. Columbus, Ohio: the Center for Vocational and Technical Education, 1968. 248 pp.

A focus on the present concerns of vocational-technical teacher education.

Nelson, Jay. The supervisor's ten commandments. *American Vocational Journal.* Vol. 42, No. 2, February, 1967, pp. 36-38.

These commandments made in the article were not intended to contain a supervisor's job breakdown; they were offered as significant attributes and responsibilities of a supervisor.

New Mexico State University. *Supervising Occupational Experience in Business Education.* New Mexico: A special conference report. 1966. 72 pp.

The purpose of this publication is to present the ideas and suggestions of seventeen New Mexico teachers of vocational education who made a concentrated effort to determine new directions and new perspectives, in developing occupational experience programs which would enable their students to be better prepared for entering the labor force.

Nerden, J. T. New perspectives for vocational teachers; Preparation of vocational and technical teachers for comprehensive community colleges. *American Vocational Journal*. May, 1966, page 21.

Recognition is given to the need for training teachers for community colleges.

Niccolo, Machiavelli, *The Prince.* New York: Mentor Classics Revised Translation. 1935.

Observations of the position of the leader and the subordinate. This was written over four hundred years ago.

O'Brian, S. L. The advanced degree and vocational-technical education leadership. New Brunswick, New Jersey: Rutger, 1966.

This paper presents a definition of the proper role of advanced education in vocational-technical education.

Ogilivie, William K. Occupation education and the community college. Educational Leadership Magazine. Vol. 22, No. 4, January, 1965, pp. 244-246.

A Junior college can very effectively be used for one or two year programs for pre-employment and extensive evening programs for up-grading and retraining of adults, since generally they are more centrally located in the areas of greatest need.

Office of Industrial Resources, Conference: Leadership training. Training Manual No. 21. Washington, D. C. : International Cooperation Administration, Office of Industrial Resources. 1956, 48 pp.

This is a training manual developed by the Johnson & Johnson Company, New Brunswick, New Jersey for in-service training of their own personnel in the art of conference leadership.

Office of Industrial Resources: Fundamentals of management. Technical Bulletin No. 25. Washington, D. C. : International Cooperation Administration. 1955, 187 pp.

This is an excellent technical manual developed by the Johnson & Johnson Company, New Brunswick, New Jersey for in-service training of their own personnel in basic supervisory training of the more concentrated three days.

Office of Industrial Resources, Memo and report writing. Technical Bulletin, No. 55. Washington, D. C. : International Cooperation Administration, 1958, 48 pp.

This technical manual was designed by the Johnson & Johnson Company, New Brunswick, New Jersey to help management personnel understand the importance of effective written communication in industry. This is very pertinent for school and vocational education administration also.

Office of Industrial Resources, Techniques of day-to-day supervision. Technical Bulletin, No. 53. International Cooperation Administration, 1958, 17 pp.

A good technical manual explaining and illustrating the kinds of guidelines for supervisors, and the various techniques of day-to-day supervision.

Ohio State University, Conference leadership. Columbus, Ohio: Instructional Materials Lab, Ohio State University, Division of Vocational Education, 1955, 88 pp.

A manual of leadership techniques for prospective leaders who will be engaged in leading conferences. The manual includes all details from setting up a conference to conducting one.

Ohio State University, Human Relations. Columbus, Ohio: Instruction Materials Lab, Ohio State University, State Department of Education, Division of Vocational Education. 1956, 100 pp.

A manual on human relations training for supervisors.

Ohio State University. Effective Speaking. Division of Vocational Education, State Department of Education, Columbus, Ohio: Instructional Materials Lab, Ohio State University. 1954, 106 pp.

A leader's manual used for presenting a course in effective speaking for supervisory personnel.

Orange County Superintendent of Schools. Towards a Comprehensive High School. Santa Ana: Orange County Schools, 1968, 81 pp.

A topic outline of an audio-visual presentation on the promotion of vocational education, includes opaques of the visuals.

Packard, Russell. A plan for self-analysis. For Those Who Must Lead. (The Hillsdale College Leadership Newsletter) Hillsdale, Michigan: Hillsdale College, Vol. 6, No. 4, 1968. p. 1.

Packard discusses the three basic laws of learning which can assist people in gaining and retaining more useful knowledge if they discipline themselves to use the laws. The three laws discussed were (1) the law of readiness for learning, (2) the law of exercise of learning, and (3) the law of effect of learning.

Packard, Russell L. Leadership Needs. Hillsdale, Michigan: Hillsdale College, 1968, 47 pp.

An outline of pre-supervisory training.

Parsons, Cynthia. Schooling for skills. The Christian Science Monitor. Boston, Massachusetts: 1967.

An in-depth report (booklet) on vocational education in the United States by award-winning education editor Cynthia Parsons reprinted from the Christian Science Monitor.

Pfiffner, J. M. The Supervision of Personnel. New York: Prentice-Hall, Inc. 1964.

This is the textbook approach to the area.

Philadelphia Navy Yard Training Department. Supervisory Conference Leader's Guide.

This manual was used in training supervisors for the various industrial departments.

Phillips, Ray C. The nature of leadership. American Vocational Journal. Washington, D. C.: American Vocational Association, Vol. 41, No. 9. December 1966. pp. 12-13.

Plowman, Lois M. The impact of automation upon the job opportunities for office clerks, typists and stenographers. Journal of Business Education. Vol. 42, October 1967. pp. 27-29.

Discussion of changes that should be considered in training students in these job fields.

Prewett, C. H. An integrated approach to technical education. School Shop. June 1968, pp. 25-28.

The integration of the curriculum at the University of Omaha, the degrees and programs offered and the possibility of training both technical as well as trade and industrial teachers.

Punke, Harold H. The outlook for humanizing all vocational education. American Vocational Journal. Washington, D. C.: American Vocational Association. Vol. 43, No. 5, 1968. pp. 19, 20, 32.

In this article, it was pointed out that leadership must take on a humanistic aspect. We can not be concerned with the degrees a person has in vocational education, we must be realistic and adhere to the solid standards and philosophy that vocational education has held to for years. However, vocational education must assume leadership responsibility in order to move ahead. Otherwise, we will take on a "flunky image."

Randsepp, *Managing Creative Scientists & Engineers,* New York: Macmillan Co. 1963.

Deals with the leader in the area of professional personnel.

Rassi, Alice S. Ambivalence in women: should we plan for the reality of the ideas. *Adult Leadership*. Vol. 16, No. 3, September 1967. pp. 100-102.

Reasons for women's ambivalence toward family and career rolls. American view of individuality and masculinity versus that of other countries.

Reid, A. M. An approach to leadership training. *Training and Development Journal.* Madison, Wisconsin: American Society for Training and Development, No. 6, 1967.

Much remains to be done in organizational training for leadership. The author offers some suggestions on getting a program started.

Reinhart, Bruce, Editor. *Leadership for Vocational Education in California.*

A series of reports of statewide leadership conferences for the year 1966. Available through Mr. Ronald Boldt, Coordinator Program Development, State Department of Education, 721 Capital Mall, Sacramento, California 95814.

Rice, Dick (editor) The emerging role of state education departments with specific implications for divisions of vocational and technical education. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1967.

Series of speeches, many of which are excellent in the area of philosophy and organization for effective administration of vocational education programs.

Rice, David. Employment and occupations in the seventies. *Educational Leadership Magazine*. Vol. 22, No. 4, January 1965, pp. 231-235.

More young people must of necessity be prepared to enter the work force at higher occupational levels where they will be urgently needed and where there will be room. The changes in the work force demands will probably be greater in the future than they are today.

Rivlin, Alice M. Education policy and education research. Paper presented to U. S. Office of Education Conference. Washington, D. C. 1968.

This paper is related to planning, programming and budgeting systems in the U. S. Office of Education. The subject also covers some good ideas related to the effectiveness of education in America. Our vocational programs are supported by federal funds justified under PPBS.

Robert, Roy W. *Vocational and Practical Arts Education.* New York: Harper and Brothers, pp. 571-599.

Principles of vocational education are summarized in this chapter.

Rockefeller Brothers Fund. The Pursuit of Excellency Education and the Future of America. Garden City, New York: Doubleday and Company, Ind. 1958, 49 pp.

Discusses the changing demands of society, the formal and informal education systems. Evaluates the use and misuse of human abilities.

Rodgers, John N. Adult education groups. Paper read at Vocational Technical Teacher Education Seminar. Ohio State University. Columbus, Ohio. February 1968.

Dr. Rodgers directed the discussion toward a definition of the term "field content." This term refers to the content of courses being offered in various vocational programs over the country.

Roeber, Edward C. Let's stop trying to separate the vocational. American Vocational Journal. Vol. 43, No. 5, 1968.

This article gives leadership to guidance personnel. It tries to break down the rigid horse and buggy manner in which we try to divide and categorize people. It points out a need for the development of an adequate life experience.

Rogers, Carl A. (Ph.D. P) On Becoming a Person. Boston: Houghton-Mifflin Company. 1961.

A must to do your best in leadership. First, it offers ways of discovering "who" you are, before understanding others. Explains your relationship to others and how one can make that a "helping hand" relationship. It explains the dynamics of change and what it means to become a person. (Excellent for all individuals.)

Roman, John D. Secondary School curriculum and education for business. Foundation for Business Education. Vol. 14, No. 52. January 1968. pp. 42-46.

A growing recognition that vocational education is needed by all our citizens who will not prepare for their careers by earning a college degree, is a major influence in bringing about changes in the traditional concepts of vocational education. Today, the job demands more new and greater skills compared to 50 years ago.

Roney, M. W. Summary of technical teacher education programs. Technical Education News. May 1966. Pg. 21.

As it is titled, this is a summary of teacher education programs.

Rose, Homer C. The development and supervision of training programs. American Technical Society, 1964. Chapter 3, Communication in supervision. pp. 46-73.

The art of effective communication is treated with human needs in mind and is discussed in terms of speaking, writing, and listening. Suggestions are given for avoiding conflict and frustrating, excess verbiage, sterio-type thinking, etc.

The first chapters show the principles of supervision and developing training programs. The remaining sections draw upon the broad educational experiences of the author for numerous examples and experimental situations which guide the reader through the various details of : supervision and training program development.

Roosevelt, Eleanor, You Learn by Doing. Garden City, New York: Double Day and Company, Inc. 1963.

An excellent philosophy of life as it relates to her many experiences working with young people to and through adulthood. It is filled with similar philosophies as outlined by Carl Rogers and others. A most remarkable and outstanding leader, achieving self-actualization in many facets of her life.

Ruley, M. J. Role of the industrial supervisor in the local school district. Industrial Arts and Vocational Education. Vol. 50, No. 5. May 1961.

Russell, R. G. Business education and vocational preparation. Journal of Business Education. Vol. 40, May, 1965. pp. 337-8.

The role of business education in preparing young people for future employment.

Russo, Michael. Area vocational schools. The Education Digest Vol. 32, No. 4. December 1966, pp. 150-152.

The value of some of the established vocational schools in training and upgrading adults in a community as well as training young people for future occupations.

Russo, Michael, Area vocational schools. American Education. June, 1966.

Gives the story of area schools as developed under the Vocational Education Act of 1963, giving example of the DeKalb School of Atlanta, Georgia and the school at Milwaukee, Wisconsin.

Savage, Charles H., Jr. Technology's impact on a developing society. Technology Review. February 1968. pp 25-33.

This is a report of a scientist's encounter with the unexpected in the field of social relations as caused by technological advances.

Scates, A. Y. Women moving ahead. American Education. Vol. 2, No. 3, March 1966. pp. 1-4.

Cites examples of programs for continuing education for women at various institutions.

Schaefer, Carl J. Do you have leadership potential? School Shop. Vol. 22, No. 1. September 1962.

Qualifications necessary for successful leadership with numerous quotations and references.

Schaefer, Carl J. A new breed of leadership for vocational-technical education. The Advanced Degree and Vocational Technical Education Leadership.

The article tells of the needs for the preparation of a new breed of vocational-technical educators. Program for a proposed pilot program for advanced degree candidates (Doctorate of Education) majoring in vocational-technical education at Rutger would attempt to build on innovations of the internship concept.

School and Society. Junior college and technical education. October 29, 1966. pg. 340.

This article describes the desirability of placing the emphasis of technical education on the community college campus.

Selakovich, Daniel. The Schools and American Society. Waltham, Massachusetts: Blaisdell Publishing Company, 1967. pg. 302.

This is a broad view of general education in the American Society. Its general purpose is to demonstrate how values--personal, community, national--affect and are affected by education and schooling. Of particular interest to vocational education is Part IV, Chapters 11, 12, 13 and 14.

Shibata, Kenneth Edward. A Program to Determine Educational Needs in the Field of Vocational Education in Local School Districts. Ann Arbor, Michigan: University Microgilms, Incorporated. 1965, 185 pp.

This is actually a copy of a dissertation done by Mr. Shibata. It would seem to be most enlightening and suggestive to leaders of vocational education who are planning on conducting various types of surveys in their communities or areas.

Shoemaker, Byrl R. Consideration in the development of a doctorate major program in vocational-technical education. The Advanced Degree and Vocational-Technical Education. pp. 45-48.

This is a challenge of preparing youths and adults for the "world of work" purpose and contributions of Vocational Education are Defined. The question is asked, how can education leadership for vocational education be best prepared.

Sigmond, Robert. Summary of remarks by Sigmond at the National clinic on trade and industrial education. Wanted Paraprofessionals for the Health Field.

An outline giving the needs of this field.

Simpson, Ray H. The teachers role--to deal with human beings. American Vocational Journal. Washington, D.C.: Vol. 43, No. 5. May 1968, pp. 14-16.

Discusses the complex roles of a teacher and emphasizes that a teacher must never forget he is working with individual differences.

Skaggs, K. G. et. al. AAJC's occupational education project. Junior College Journal. March 1967, pg. 23.

This article summarized the project to give occupational leadership in community colleges.

Slaten, Lenell M. Criteria for appraisal of secondary school business offerings. Journal of Business Education. Vol. 41. May 1966. pp. 324-326.

Methods of evaluating the effectiveness of the business education program in high school.

Smith, Allen, Leadership. Kansas City: Farmland Industries. 1967, 24 pp.

A readible presentation of the what, why and how of leadership understanding of groups; development of leadership skills; problems of groups; communication skills; and the importance of making the individual count.

Smith, Clodus R. Leadership: Vocational education's greatest need. Address presented to Leadership Seminar, Vocational Technical Education, University of California at Los Angeles. August 4, 1967.

Starr, Harold. A model for evaluating state programs. American Vocational Journal. Washington, D.C.: American Vocational Association. Vol. 42, No. 9. 1967, pp. 13-14.

In the total leadership of vocational education, state programs are extremely important. In this article, Mr. Starr gives a good plan for the leaders in each state to follow in evaluating their state programs.

Steeb, Ralph. On supervision. Industrial Arts and Vocational Education. Vol. 49, No. 21 February 1960.

A report on a survey of shop teachers concerning evaluation of supervision.

Stogdill, R. M. Personal factors associated with leadership. Journal of Psychology. Vol. 25. 1948.

A survey of the literature concerned with qualities needed by leaders.

Storer, Donald (editor) Emphasis on vocational counseling. Junior College Journal. Washington, D.C.: American Association of Junior Colleges. Vol. 36, No. 8. May 1966, pp. 40-42.

Vocational guidance is not receiving the emphasis it should and this article explains how faculty is involved with counselors to improve this program.

Stovall, Ruth. Leadership development in home economics. American Vocational Journal. Vol. 42, No. 5. May 1967, p. 28.

Develops imperatives for leadership in Home Economics Education.

Super, Donald E. Challenges to vocational education during the decade ahead. The Advanced Degree and Vocational-Technical Education Leadership. pp. 8-13.

This is a paper on important issues in vocational education during the decade ahead. The paper deals with (a) Skilled and technical occupations, (b) the semiskilled and (c) the leisure class. The importance of exploration in vocational education at the secondary level is explained.

Super, Donald E. Vocational Development--A framework for Research. Columbia University, New York: Bureau of Publications, Teachers College. 1957.

This book covers the theory of vocational behavior and the patterning of career selection.

Swain, Emiliza. Help stamp out stereo-types. American Vocational Journal. Washington, D.C.: American Vocational Association. Vol. 43, No. 6. September 1967, pp. 28-29.

States rigid attitudes toward occupations are obstacles to free choice and tells how to eliminate this problem.

Swanson, J. Chester. Big problems and great opportunities for vocational education leadership. School Shop Magazine. Ann Arbor, Michigan: Prakken Publications, Inc. Vol. 23, No. 8, 1964, pp. 46-47, 106.

This contains a listing of nine problems in Vocational Education which the author feels are significant and some suggested solutions for them.

Sybouts, Ward. Simulating leadership in vocational education. The Bulletin. Washington, D.C.: Vol. 52, No. 325. 1968, pp. 114-119.

The administrator of a comprehensive high school often has inadequate background for effective leadership of the vocational program of his school. The research described here suggests a procedure that can ameliorate this inadequacy.

Tennabaum, Robert. Leadership and Organization. New York: McGraw-Hill Book Company, Inc. 1961.

This collection of articles, research papers and monographs, places its emphasis primarily upon industrial management or organization. The first part of the book, Leadership and the Influence Process, enters the human relations field and gives attention to some theoretical and practical statements concerning his comments and processes that are basic to Leadership. Part II deals with sensitivity training or the personal approach to the Development of Leadership. Part III deals with theory pertaining to formal organization, organizational objectives, and evaluation of performance.

Taylor, Robert E. Vocational and technical education, now and in the future. The Journal of tha National Association of Colleges and Teachers of Agriculture. Vol. 1, No. 2. June 1966, pp. 26-29.

The new forces, pressures, alignments and acceptance in all areas of education and the reasons we are experiencing some of them. (Federal aids, etc.)

Tead, Ordway. The Art of Leadership. New York: McGraw-Hill Book Company, 1935.

An older book but sets forth the meaning and methods of Leadership as contrasted with the concept and methods of command. Author clarifies advantages of leading over responsibile people with knowledge that can be adapted to study of leadership in any group situation.

Tebbel, John. People and jobs. Saturday Review. December 30, 1967. p. 84.

Well-written expose on the needs of America in two dimensions--people and jobs. Much ammunition for vocational educators.

(Saturday Review devotes one issue each month to education which contains varied articles in all areas, heavy emphasis toward education innovation.)

Technical Education and Industrial Training. The middle earth. Vol. 10, No. 6. 1968, pp. 242-248.

The dove tailing of vocational and personnel needs into a meaningful course which will convince both student and employer of its value. Explains flexibility of courses at Kingsway College.

Tennyson, W. Wesley. The psychology of developing competent personnel. American Vocational Journal. Washington, D. C.: February 1967, pp. 27-29.

Dr. Tennyson, addressing a distributive education session on manpower development, states the need for individual, psychological competency--that of knowing what one is and accepting the pros and cons of these facts. His remarks are aimed at the teaching of students but can prove valuable to people in leadership positions.

Thatcher, John (editor). Public Schools Adult Education. Washington, D. C.: National Association of Public School Adult Educators. 1963, 180 pp.

A guide for administrators consisting of a chapter written by experts in administration, finance, curriculum, public relations, etc.

The Bulletin. A new look at home economics. Washington, D. C.: National Association of Secondary School Principals. Vol. 48, No. 296. December 1964.

Most of this issue is devoted to the specific role of home economics of the present and future.

The Bulletin. Vocational education--time for decision. Washington, D. C.: National Association of Secondary School Principals. Volume 49, No. 301. May 1965.

The whole book deals with vocational education and the manning and implications for school administrators.

Timmons, Guy: Scarborough, Cayre. Editorials. The Agricultural Education Magazine. August 1964.

The editorials by Guy Timmons and Cayre Scarborough are excellent and points out the great need in leadership and changer emanating. Other articles delve into the area of leadership in agricultural education as it applies to the vocational-agriculture teachers' big job.

Trump, J Lloyd. New Directions to Quality Education, the Secondary School Tomorrow.

J. Lloyd Trump's opinions as to the things as staff patterns, team teaching, flexible scheduling, so forth. This would be important to the vocational plan.

U. S. Department of Health, Education and Welfare. Suggested guidelines for developing a training program.for the physical therapy assistant. Washington, D. C.: Office of Education. July 7, 1967.

Gives the need, staff and other considerations involved with the physical therapy program.

U. S. Department of Health, Education and Welfare. Basic planning guide for vocational and technical education facilities. Washington, D. C.: Office of Education, OE-80040.

An excellent approach to facilities planning is presented.

U. S. Department of Health, Education and Welfare. Competencies of a local vocational education supervisor. Washington, D. C.: Office of Education. Discussion paper, 1962.

List of supervisors competencies relating to the improvement of instruction and program administration.

U. S. Department of Health, Education and Welfare. The preparation of occupational instructors. Washington, D. C. : Office of Education. A course guide. 1966, 176 pp.

Industrial education course guide completely planned.

U. S. Department of Health, Education and Welfare. Training the auxiliary health worker. Washington, D. C. : Office of Education. June 1967.

Outlines training program involved in setting up sixteen different auxiliary health workers.

U. S. Department of Labor. Women's Bureau. Handbook on women workers. Washington, D. C. : Government Printing Office. 1966. 321 pp.

Women in the labor force pattern of employment, earnings, income, law affecting, etc.

U. S. Department of Labor. Women's Bureau. Under-utilization of women workers. Washington, D. C. : Government Printing Office. 1966, 27 pp.

Graphic illustrations portraying the under-utilization of education and abilities of women.

University of California. *Conference Leading.* UCLA: Division of Vocational Education. 1967, 33 pp.

A syllabus used for the training of supervisory personnel in vocational-technical education.

University of California. *Supervision of Vocational Instruction.* UCLA: Division of Vocational Education. 1967, 30 pp.

A syllabus used for the training of supervisory personnel in vocational-technical education.

University of Chicago Press. Vocational Education. Chicago: 64th yearbook of the National Society for the Study of Education. 1965.

Comprehensive coverage on the challenges of vocational education at all levels; includes organization and administrative plans. The society also published its 42nd yearbook in 1943 under the title of Vocational Education.

Venn, Grant. Learning beyond the classroom. *American Vocational Journal.* Washington, D. C. : American Vocational Association, Vol. 42, No. 6. 1967, pp. 14-16.

Vocational leaders must show adulthood in their actions. There should be no margin for error and employability in the schools responsibility. Let's not lose sight of even the least able child around us, we need him!

Venn, Grant. *Man, Education and Work.* Washington, D. C. : American Council on Education. Fourth Impression.

Section 8 makes some specific conclusions and recommendations which should guide thinking and planning for meeting needs of vocational-technical education.

Vocational Education Bulletin. Administration of vocational education--rules and regulations. Washington, D. C. : U. S. Government Printing Office. Bulletin, No. 1, U. S. Department of Health, Education and Welfare. U. S. Office of Education, OE 80016A.

This book includes information related to all vocational programs especially guidelines for funded programs.

Walgamat, Irene H. Working with low-income families. Journal of Home Economics. Vol. 59, No. 1. January 1967, pp. 11-13.

Report of national workshop dealing with the needs of economically disadvantaged families.

Walsh, Lawrence A. A federal aid primer for business education. Business Education World. 1966.

A discussion of the four Federal Acts that have a particular interest for business education.

Washington State Division of Vocational Education. Presentations: Leadership Development Conference, Seattle, March 30-April 1, 1967. Olympia: The Division, 1967, 29 pp.

This booklet includes the entire text of each of the five major presentations of the conference. Many ideas and challenges are presented to arouse the leadership potential within each of us.

Weaver, Gilbert G. (Chairman of Publications Committee) Vocational Education: Gateway to Opportunity. Washington, D. C. : American Vocational Association, Inc.

Facts needed to promote Vocational Education.

Wenrich, R. C. : Hodges, L. H. Experimental program for the identification, selection and development of persons for leadership roles in the administration and supervision of vocational and technical education. Ann Arbor, Michigan: University of Michigan. School of Education. 1966.

This paper presents an attempt to aid in the development of leadership in vocational-technical education.

Wharton, J. T. Making leaders. Saturday Review. April 13, 1968. pp. 25-27.

Wiles, Kimball. Supervision for Better Schools. New York: Prentice-Hall Company, 1950.

This book covers the role of the official leader in program development and institution changes.

Williams, Lloyd P. Phi Delta Kappan. Vol. 46. April, 1965. pp. 355-359.

Among the many demands the future will make on vocational education, flexibility is perhaps the greatest. Educational administrators, vocational education teachers, and the students themselves, must adapt to the rapidly changing conditions of the social-industrial-educational scene with a minimum of hesitation.

Wilson, Robert E. School Board Policies: What Are They? How to Write Them? Columbus, Ohio: Ohio School Board Association. 3752 N. High Street. 1968, 48 pp.

This book explains what school board policies are and what they are not. Examples are given.

Wineinger, Earl. Summer program activities of vocational agriculture instructor. Master's Thesis. Kansas State University. 1968, 111 pp.

A study of the relationship of summer program activities of Kansas vocational agriculture instructors and characteristics of the total vocational agriculture program as tested by the chi square. The study found that the greatest relationship was with summer program activities.

Wirtz, W. Willard. Facts you should know about labor and vocational education. Based on statements by Secretary Wirtz before the General Subcommittee on Education, House Committee on Education and Labor. U. S. House of Representatives, Washington D. C. : March 1963.

A series of statements concerning the needs of labor and the nation, and the importance of vocational education in meeting these needs.

Zack, Jacob F. Incorporating vocational education into comprehensive high schools. The Bulletin. Washington, D. C. : The National Association of Secondary School Principals. Vol. 49, No. 301. 1965, pp. 104-110.

The author discusses the plans of the New York City Schools to set up a system of comprehensive high schools rather than operate a group of separate vocational high schools.

## Appendix A

## Letters and Memos in Advance of the Institute:

Asking for nominations of Institute participants (to State Directors of vocational education.

Nominations for participants.

To potential participants.

To extend deadline date for applications.

To contact persons nominated by State Directors of vocational education.

To persons who have written letters of interest to initiator (and original investigator) of this Institute.

To inform person he is on the "alternate" list.

To inform person he has not been selected (but will serve as member of "control" group).

To confirm travel arrangements of "opening session" change.

To consultants relative to "arrangements".

To Oregon State Department personnel with invitation to attend.

To Oregon State University staff with invitation to attend.

A one week institute Leadership Development for Vocational-Technical Education Personnel in the Western States sponsored by Oregon State University in cooperation with the United States Office of Education, Bureau of Research will be held on the Oregon State University campus July 28 through August 4, 1968 inclusive. The major aim of this institute is to improve leadership competencies of professional vocational-technical education personnel responsible for program development and implementation.

We are requesting you nominate potential candidates to participate in the Institute on the enclosed form. These nominees should come from local schools, community colleges, state departments and teacher education institutions. Criteria for selection include the following:

1. Applicant must hold a leadership position in vocational technical education and hold a valid contract for the 1968-69 school year.

2. Application must show evidence of realistic professional objectives and personal characteristics identifying him as a potential leader in vocational-technical education.

Following your nominations, the nominees will be selected on the basis of an application completed by him as well as providing for geographic representation of the western states and levels of responsibilities.

The Institute provides a stipend of $75 plus travel allowances for one round trip between the participant's home and Corvallis, Oregon not to exceed the most economical air or rail rate by common carrier. No tuition will be charged for the Institute which carries three quarter hours of graduate credit, Ed 507, Seminar in Vocational Education Leadership.

Your nominations are requested no later than May 31, 1968 in order that the nominees can be notified no later than June 7, of their acceptance. A stamped self-addressed envelope is enclosed for your convenience in returning the forms to us.

Your assistance in this endeavor is greatly appreciated.

Yours truly,

Cas Heilman
Enc. nomination form
stamped self-addressed envelope

Cas Heilman, Director
Leadership Institute
School of Education
Oregon State University
Corvallis, Oregon 97330

I nominate the following individual from my state as a candidate to participate in the one week institute Leadership Development for Vocational-Technical Education Personnel in the Western States to be held on the campus of Oregon State University, July 28 through August 4, 1968.

I understand the selection will be made on the following criteria:

1. Applicant must hold a leadership position in vocational-technical education and hold a valid contract for the 1968-69 school year.
2. Applicant must have realistic professional objectives and personal characteristics identifying him as a potential leader in vocational-technical education.

Name Date

Affiliation (local school, community college, state department)

Business Address

City State Zip

I believe this individual would be a good participant because:

Signed

Title

Date

Enclosed please find an application form for the Leadership Development Institute for Vocational and Technical Education Personnel in the Western States. This institute is scheduled for one week, July 28-August 4, 1968 inclusive at OREGON STATE UNIVERSITY in cooperation with the United States Office of Education, Bureau of Research.

Institute participants will be selected from applicants who have been nominated by their state director of vocational education or obtain his recommendation for consideration. In your case I recommend you contact your state director requesting a recommendation or asking to be nominated as one of the participants. If this is not possible, complete and return the application forms for selection review.

Participants will be selected from the ranks of individuals holding leadership capacities in local schools, community colleges, state departments of education and teacher education institutions. Criteria used for participant selection will include the following:

1. Applicant must hold a leadership position in vocational-technical education and have a valid contract of employment in such a position for the 1968-69 school year.

2. Applicant must have realistic professional objectives and personal characteristics identifying him as a potential leader in vocational-technical education.

Participants will receive a stipend of $75.00 plus a travel allowance totaling his travel costs round trip from his home to Corvallis, Oregon not to exceed the most economical air or rail rate by common carrier. Participants can enroll for a total of three quarter hours of graduate credit at Oregon State University. Credit will be granted in Education 507--Seminar in Vocational Education Leadership. No tuition will be charged.

Please complete and return application on or before May 24, 1968. Selected applicants will be notified early in the week of May 27th.

Thank you again for your interest.

Sincerely,

Cas Heilman
Institute Director

Enc. Application form
Certificate of employment

We appreciate the interest you have shown in indicating a desire to attend the institute for Leadership Development for Vocational-Technical Education Personnel in the Western States which is being sponsored by Oregon State University and the United States Office of Education, Bureau of Research and will be held on the Oregon State University campus July 28 through August 4, 1968 inclusive.

In the midst of applications arriving, physical quarters were moved which constituted some confusion with the mail and some other circumstances beyond our control. We regret this, however, we are extending the last date for applications to June 10, 1968. At this time selection will be made and the participants will be notified by telephone of their acceptance on June 12.

We appreciate your consideration in this interoffice delay.

Sincerely,

Cash Heilman
Institute Director

CH/aw

You have been nominated by your state director of vocational education to participate in a Leadership Development Institute for Vocational and Technical Education Personnel in the Western States. This institute is scheduled for one week, July 28 to August 4, 1968 inclusive at Oregon State University in cooperation with the United States Office of Education, Bureau of Research. Enclosed please find an application form.

Participants will be selected from the ranks of individuals holding leadership capacities in local schools, community colleges, state departments of education and teacher education institutions. Criteria used for participant selection will include the following:

1. Applicant must hold a leadership position in vocational-technical education and have a valid contract of employment in such a position for the 1968-69 school year.

2. Applicant must have realistic professional objectives and personal characteristics identifying him as a potential leader in vocational-technical education.

Participants will receive a stipend of $75.00 plus a travel allowance totaling his travel costs round trip from his home to Corvallis, Oregon not to exceed the most economical air or rail rate by common carrier. Participants can enroll for a total of three quarter hours of graduate credit at Oregon State University. Credit will be granted in Education 507--Seminar in Vocational Education Leadership. No tuition will be charged.

Please complete and return application on or before May 24, 1968. Selected applicants will be notified early in the week of May 27th.

Thank you again for your interest.

Sincerely,

Cas Heilman
Institute Director

Enc. Application form
Certificate of employment

Your letter applying for admission to the Leadership Development Institute for Vocational-Technical Personnel in the Western States has been forwarded to us from Dr. T. A. Ryan.

This year's institute must draw participants from the twenty western states. A leadership institute in June of this year was held at the University of Maryland under the direction of Dr. Clodus Smith for the midwestern and eastern states.

We appreciate the interest you have shown in both leadership and vocational education in seeking information concerning the institute. If the staff of the Division of Vocational Education at Oregon State University can ever be of assistance to you, do not hesitate to contact us.

Sincerely,

Cas Heilman
Institute Director

CH/kr

June 12, 1968

Thank you for submitting your application to participate in the institute for Leadership Development for Vocational Technical Educational Personnel in the Western States. The selection committee has reviewed your application. As you know, the institute provides for only a few representatives in the western states, therefore, it was impossible to select all the applications. However, we do wish to inform you that your name has been placed on the alternate list and if for any reason some participant is unable to attend, we will contact you immediately.

May I say again we appreciate the interest you have shown in leadership development and vocational education by submitting an application to this institute. If at any time the staff at Oregon State University can be of assistance to you in the area of vocational education, please contact us.

Sincerely,

Cas Heilman
Institute Director

CH/kr

June 12, 1968

The selection committee has reviewed your application to the Institute on Leadership Development for Vocational Education Personnel in the Western States. As you know, the institute provides for only a few representatives in the western states, therefore, it was impossible to select all the applicants. So that we could have a cross section of the various levels of responsibility, we could not approve your application.

We appreciate the interest you have shown both in leadership development and vocational education by submitting an application to this institute. If at any time the staff at Oregon State University can be of assistance to you in the area of vocational education, please contact us.

Sincerely,

Cas Heilman
Institute Director

CH/kr

MEMO TO: Institute Participants

FROM: Cas F. Heilman

SUBJECT: Opening Session Change

The tentative program you received with your packet of materials on the Leadership Development Institute for Vocational Education Personnel in the Twenty Western States indicated the opening session of the Institute on July 28, 1968 would be held in the Memorial Union at Oregon State University. However, due to summer schedules of the building, it is necessary to have the opening session elsewhere.

The Opening Session will be in the assembly room of the Towne House Motel, 350 South Fourth Street, Corvallis. If you need transportation from your living quarters to the Motel, notify your driver if you fly in or call Mrs. Whittle at 752-3222.

There will be a social hour immediately following the Opening Session. We wish to extend an invitation to your spouse to attend this session and social hour.

July 18, 1968

## LEADERSHIP DEVELOPMENT
## INSTITUTE FOR VOCATIONAL-TECHNICAL
## EDUCATION PERSONNEL IN THE WESTERN STATES

This is to confirm your travel arrangements to the Leadership Development Institute to be held on the Oregon State University campus July 28 through August 3 inclusive.

On ______________________________ you are arriving at the Portland International Airport, airline _____________, flight __________ at __________________. Our driver ______________________________ will meet you at the Welcome to Oregon Booth at _______________. Should for any reason your driver not be there within one hour after the above stated time, please call me collect, Anita Whittle, Corvallis, Oregon 972-3222. Also, if you have any last minute time changes call us immediately at Area Code 503 754-2961 or evenings and weekends at 752-3222.

July 24, 1968

MEMO TO: Consultants

TOPIC: Vocational Education Leadership Development Institute

FROM: Cas Heilman

Enclosed please find a copy of the program and participant vitas for the Leadership Development Institute.

As I reviewed with you earlier, we will provide whatever transportation you require both to and from Portland and while you are here in Corvallis. We have made motel reservations for you at the Towne House Motel which I think you will find comfortable and convenient.

For those of you flying into Portland International Airport, one of the Vocational Education Leadership Interns will meet you at the Welcome to Oregon booth located in the terminal lobby.

As you will note on the program, each of you will have approximately one half a day for your presentation and related activities. If your topic does not require that much time, the participants will have the opportunity to discuss the topic or break into the various task groups and/or individual assignments.

We are looking forward to your participation.

July 24, 1968

MEMO TO: State Department of Vocational and Community College Education Personnel

TOPIC: Vocational Education Leadership Development Institute

FROM: Cas Heilman

Enclosed is a program covering the Leadership Development Institute for the Twenty Western States to be held from July 28 to August 3, inclusive.

Please consider this memo as a personal invitation from the Institute staff to attend part or all of the program. You will note that on Sunday, July 28, we will be having registration, welcome, and orientation at the Towne House Motel. Following this there will be a social hour to provide an opportunity for relaxation and meeting one another.

On Wednesday, July 31, we are planning a no-host dinner with Dean Goldhammer as speaker.

We are looking forward to a stimulating, busy and fruitful week and hope each of you will be able to be with us.

MEMO TO: Vocational, Adult, and Community College Education Staff

TOPIC: Vocational Education Leadership Development Institute

FROM: Cas Heilman

Enclosed is a program covering the Leadership Development Institute for the Twenty Western States to be held on July 28 to August 3, inclusive.

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On Wednesday, July 31, we are planning a no-host dinner with Dean Goldhammer as speaker.

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# Appendix B

## Final letter to participants in advance of Institute with enclosures:

Participant's agreement form.

Travel stipend allowance.

Tentative program.

Housing information.

Travel arrangements information.

# LEADERSHIP DEVELOPMENT FOR VOCATIONAL EDUCATION PERSONNEL IN THE WESTERN STATES INSTITUTE

## Participant Agreement

I, ________________________________, agree to participate in the institute on Leadership Development for Vocational Education Personnel in the Western States to be held on the OREGON STATE UNIVERSITY CAMPUS, July 28 through August 4, 1968, inclusive. I understand the session will be from 8:30 a.m. to 4:30 p.m. daily, with one evening meeting, July 31, 1968. I agree to attend each session and contribute to the session, I also agree to serve as change agent in my community and state when I return, implementing the leadership techniques gained through this institute. I agree to cooperate with the evaluation team during their follow-up efforts. I understand that I will receive a sum for travel roundtrip, not to exceed the most economical air rate and $75.000 stipend for this week. I further understand that I will be reimbursed this money during the final session of the Institute.

If I find that I am unable to attend, I will notify the Institute Director immediately so that an alternate may be contacted, thereby assuring a full institute of thirty members.

________________________________
Signed

________________________________
Date

Return this form immediately to:

Cas Heilman
Institute Director
Benton Hall 102
School of Education
Oregon State University
Corvallis, Oregon 97331

# LEADERSHIP DEVELOPMENT FOR VOCATIONAL EDUCATION PERSONNEL IN THE WESTERN STATES INSTITUTE

Sponsored by
Oregon State University
and
U. S. Office of Education

July 28 to August 3, 1968

____________________________________will be allotted ______________________for travel expenses incurred in connection with attending the institute for Leadership Development for Vocational Education Personnel in the Western States, to be held on the Oregon State University Campus, Corvallis, Oregon, July 28 to August 3, 1968, inclusive. This represents the most economical air rate from ______________________to Portland International Airport, Portland, Oregon. You will be reimbursed for the above amount on the final session of the institute, August 4, 1968. In addition to this sum, you will receive $75 stipend on the last day of the Institute

___________________________
Institute Director

___________________________
Date

School of Education, Oregon State University
Corvallis, Oregon

## TENTATIVE PROGRAM

## LEADERSHIP DEVELOPMENT FOR VOCATIONAL EDUCATION PERSONNEL IN THE WESTERN STATES INSTITUTE

July 28 to August 3, 1968

| | | |
|---|---|---|
| 6:00 p.m. | Registration | Memorial Union Council Room |
| 7:00 p.m. | Introduction | Cas Heilman<br>Institute Director |
| 7:30 p.m. | Welcome | Keith Goldhammer<br>School of Education<br>Oregon State University |

Monday, July 29, 1968

| | | |
|---|---|---|
| 8:30 a.m. | Orientation | Cas Heilman<br>Institute Director |
| 8:45 a.m. | Challenge | Dr. Henry TenPas<br>Head, Division of Vocational Education, Oregon State University |
| 10:00 a.m. | Break | |
| 10:30 a.m. | Leadership Techniques | Dr. Leon Fine, University of Oregon Medical School |
| 12:00 noon | Lunch | |
| 1:00 p.m. | Leadership Techniques | Dr. Leon Fine, University of Oregon Medical School |
| 2:45 p.m. | Break | |
| 3:00 p.m. | Public Information in Vocational Education | Gerald Frank, Special Assistant to Senator Mark Hatfield |
| 4:30 p.m. | Adjourn | |

## Tuesday, July 30, 1968

| | | |
|---|---|---|
| 8:30 a.m. | Organization | Cas Heilman<br>Institute Director |
| 9:00 a.m. | Making Education Relevant | Dr. David Bushnell<br>United States Office of Education |
| 12:00 noon | Lunch | |
| 1:00 p.m. | Coordination and Articulation of Vocational Education programs | Darrell Ward, Division of Continuing Education |
| 4:30 p.m. | Adjourn | |
| 7:00 p.m. | Assigned Activities | |

## Wednesday, July 31, 1968

| | | |
|---|---|---|
| 9:00 a.m. | Organization | Cas Heilman<br>Institute Director |
| 9:30 a.m. | Program Planning and Development | Sherill McMillen<br>United States Office of Education |
| 12:00 noon | Lunch | |
| 1:00 p.m. | Report of the Advisory Council on Vocational Education | Dr. Melvin Barlow<br>UCLA |
| 3:00 p.m. | Adjourn | |
| 6:30 p.m. | Dinner--Public Involvement in Education | Keith Goldhammer, Dean of Education, Oregon State University |

Thursday, August 1, 1968

| | | |
|---|---|---|
| 9:00 a.m. | Comments | Cas Heilman<br>Institute Director |
| 9:15 a.m. | Research in Vocational Education | Robert Taylor, Ohio State Center for Vocational-Technical Education |
| 10:30 a.m. | Break | |
| 10:45 a.m. | Research in Vocational Education | Robert Taylor, Ohio State Center for Vocational-Technical Education |
| 12:00 noon | Lunch | |
| 1:00 p.m. | Vocational Education Responsibility and Special Needs | Barbara Kemp<br>United States Office of Education |
| 2:30 p.m. | Break | |
| 2:45 p.m. | Panel on Special Needs | Goodwill Industries<br>Urban League<br>Valley Migrant League<br>Upward Bound |
| 4:00 p.m. | Adjourn | |
| 7:00 p.m. | Assigned Activities | |

## Friday, August 2, 1968

| | | |
|---|---|---|
| 9:00 a.m. | Comments | Cas Heilman<br>Institute Director |
| 9:15 a.m. | Recent Developments in Federal Legislation | Mary P. Allen, Director of Public Information Services, American Vocational Association |
| 10:30 a.m. | Break | |
| 10:45 a.m. | Discussion | Participants |
| 12:00 noon | Lunch | |
| 1:00 p.m. | Preparation of Vocational Educators through Simulation | Ward Sybouts, University of Nebraska |
| 2:45 p.m. | Break | |
| 3:00 p.m. | Evaluation | Formal Evaluation Team |

## Saturday, August 3, 1968

| | | |
|---|---|---|
| 9:00 a.m. | Individual Conferences Planning and Assisting | Cas Heilman<br>Institute Director and Institute Staff |
| 12:00 noon | Lunch | |
| 1:00 p.m. | Individual Conferences Planning and Assisting | Cas Heilman<br>Institute Director and Institute Staff |
| 3:00 p.m. | Adjourn | |

School of Education, Oregon State University
Corvallis, Oregon

# LEADERSHIP DEVELOPMENT FOR VOCATIONAL EDUCATION PERSONNEL IN THE WESTERN STATES INSTITUTE

July 28 to August 3, 1968

## HOUSING:

### ON CAMPUS

Board: 5 days $17.00
7 days $20.00

Room: $14.00 per individual for double room, per week
$21.00 per individual for single room, per week
$28.00 per couple, per week

Family: Will quote prices when you contact Housing Office

Contact: Thomas Adams, Director
Administration 15
Oregon State University
Corvallis, Oregon 97331

### OFF CAMPUS

Family: $75.00 per week

Contact: Towne House Motel
350 S. 4th
Corvallis, Oregon 97330

## EATING PLACES:

### ON CAMPUS

Faculty dining room
Cafeteria

### OFF CAMPUS

Listed on blue hospitality folder in packet.

## TAX EXEMPT-FORM

When purchasing an air line ticket--use Tax Exempt form for "educational purposes."

## LEADERSHIP DEVELOPMENT FOR VOCATIONAL EDUCATION PERSONNEL IN THE WESTERN STATES INSTITUTE

Travel Arrangements:

You are to make your own individual travel arrangements. The amount allowable for your travel is listed on Form LDS 10, which is enclosed in this packet. It is permissible for you to drive, or come by bus, train, or plane.

Corvallis, unfortunately, does not have the best flight connections out of Portland International Airport. If you fly, we have made arrangements to pick you up at the Airport and bring you to Corvallis. However, to do this, we need some additional information from you. As soon as you return this form we will make our "pick up schedule" and notify you immediately where to go in the Airport to be met.

Please complete the following and return immediately to:

Cas Heilman
Leadership Institute
Benton Hall 102
School of Education
Oregon State University
Corvallis, Oregon 97331

I will be arriving at the Portland International Airport______________
date
______________ on ____________________ Flight_______
time Airline

I will be departing from Portland International Airport______________
date
______________ on ____________________ Flight_______
time Airline

I will need transportation to Corvallis and the return trip at the end of the institute.______

I will be staying at__________________________________________.
Dormitory or Local Motel

Please indicate if your wife is accompanying you. ______ ______
Yes No

______________________________
Signed

______________________________
Date

I will not need transportation from Portland. I have made my own travel arrangements and will not need assistance in getting to Corvallis. ________

______________________________
Signed

## Appendix C

### Handout at registration:

Vocational Leadership Development Institute information.
- Purpose
- Committee assignments
- Introduction of consultant assignments
- Session chairman
- Evaluators

Confidence Level rating device.

Vita information questionnaire.

# VOCATIONAL EDUCATION LEADERSHIP DEVELOPMENT INSTITUTE

## Purpose

The purpose of this institute has two dimensions, namely, to have each individual participate actively involved in various leadership processes and to provide up-to-date information concerning vocational education. The primary objective, therefore, will be to improve vocational education at the various levels.

## Group and Individual Assignments

In an effort to have each participant involved, the Institute staff has assigned all of you a role. Although the assignments may appear to be small, they will demonstrate leadership ability and will demand some preparation. We hope you will find the assignments meaningful and enjoyable.

## Committee Assignments and Purpose

The value of this Institute should be reflected not only at Oregon State University but at your particular location. We are asking that each participant cooperate in developing a plan of action. This plan should be specific, brief, and written in action terms as to how you will apply the information and leadership techniques obtained from this Institute. A copy of this plan is to be provided to the Institute staff for review, compilation and dissemination.

The Institute staff will conduct a follow-up of the participants. We will need your assistance in evaluating the program in terms of successful implementation of your plan of action.

## Participant Evaluation

Participant evaluation will be made each day with the daily evaluator giving his oral report to the Institute Participants the morning following his evaluation. A written report will be handed in to Mel Miller the same day. The Participant evaluation should be based on opinions given by the Institute Participants and observations of the evaluator. The evaluator should take into consideration outstanding features, areas which fail to serve the goals and purposes of the Institute, and make suggestions for changes designed to improve the over-all Institute and to meet the immediate desires of the Institute Participants. The program has been designed to allow for flexibility so that this change might occur.

The final evaluator will serve as Chairman of the Participant Evaluators and will be expected to convene the evaluators for an overall evaluation of the Institute with his report to be presented in the final session of the Institute. A written copy of the final report is to be given to Mel Miller.

## Committee Assignments

Committee I (Council Room, Memorial Union)

1. Shirley Kiehn Chairman I Tuesday Evening
2. Dale Gibson Chairman II Thursday Evening
3. Philip Bishop
4. Sizemore Bowlan
5. Orval Bradley
6. Robert Dorak
7. John Orr
8. James Piercy
9. Elmer Wirta

Committee II (Room 101, Memorial Union)

1. John Shryock Chairman I Tuesday Evening
2. Earl Wineinger Chairman II Thursday Evening
3. Larry Blake
4. Thomas Bogetich
5. Horace Griffitts
6. Marge Harouff
7. Donald Lindahl
8. Leland Pope
9. Lester Whittle

Committee III (Room 102, Memorial Union)

1. Lyle Teppen Chairman I Tuesday Evening
2. Alice Ross Chairman II Thursday Evening
3. Orville Buesing
4. Gordon Galbraith
5. John May
6. John Munn
7. Richard Ooka
8. Woodrow Wold

Committee IV (Room 106, Memorial Union)

1. Preston Price Chairman I Tuesday Evening
2. Waldemar Roethig Chairman II Thursday Evening
3. Annice Jahn
4. Herbert Kahl
5. Ramon LaGrandeur
6. Arthur Nelson
7. Roger Olson
8. Duston Scudder

## Introduction of Consultant Assignments

| Day | | Consultant | Participant Making Introduction |
|---|---|---|---|
| Mon. | July 29 | Leon Fine | _______________ |
| | | Gerald Frank | Marge Harouff |
| Tues. | July 30 | David Bushnell | Gordon Galbraith |
| | | Sherrill McMillan | Philip Bishop |
| Wed. | July 31 | Robert Taylor | Les Whittle |
| | | Melvin Barlow | John May |
| | | Keith Goldhammer | Robert Dorak |
| Thur. | Aug. 1 | Ronald Kaiser | Horace Griffitts |
| | | Ronald Petrie | Richard Ooka |
| | | Panel<br>George Smith<br>Ed Mitchell<br>Lane Williams<br>Ronald Petrie | Donald Lindahl |
| Fri. | Aug. 2 | Mary Allen | Roger Olson |
| | | Ward Sybouts | Orval Bradley |

## Session Chairman

| | |
|---|---|
| **Monday, July 29** | |
| Morning | Cas Heilman |
| Afternoon | John Orr |
| **Tuesday, July 30** | |
| Morning | Ramon LaGrandeur |
| Afternoon | Duston Scudder |
| **Wednesday, July 31** | |
| Morning | Leland Pope |
| Afternoon | Larry Blake |
| Evening | James Piercy |
| **Thursday, August 1** | |
| Morning | Annice Jahn |
| Afternoon | John Munn |
| **Friday, August 2** | |
| Morning | Orville Buesing |
| Afternoon | Arthur Nelson |

## Evaluators

| | |
|---|---|
| Monday, July 29 | Thomas Bogetich |
| Tuesday, July 30 | Elmer Wirta |
| Wednesday, July 31 | Sizemore Bowlan |
| Thursday, August 1 | Woodrow Wold |
| Friday, August 2 | Hilbert Kahl, Chairman |

# LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES

Please check the level represented by your present position.

_____Secondary School
_____Community or Junior College
_____State Dept. of Ed.
_____Teacher Education (University)

DO NOT SIGN

## CONFIDENCE LEVEL

DIRECTIONS: As a leader in vocational education, there are many expectations and functions given to you. Some of these are given in this Leadership Inventory.

Please place the number from the key which best indicates your confidence, without further training or preparation in the indicated activity. Work rapidly and give your honest reactions to each area.

* Key to Levels of Confidence

1. Could carry out with great ease
2. Could carry out with minimum difficulty
3. Expect I could carry out
4. Attempt if asked, but would expect considerable help
5. Would not attempt now

| FUNCTION | *CONFIDENCE |
|---|---|
| 1. Direct a program on interaction analysis | _____ |
| 2. Plan and implement a public information program relevant to vocational education | _____ |
| 3. Direct the planning of a state program for vocational education | _____ |
| 4. Initiate programs to involve the public in planning and implementing new programs in vocational education | _____ |
| 5. Design an educational program relevant to the needs of students | _____ |

*Key to Levels of Confidence

1. Could carry out with great ease
2. Could carry out with minimum difficulty
3. Expect I could carry out
4. Attempt if asked, but would expect considerable help
5. Would not attempt now

---

FUNCTION *CONFIDENCE

---

6. Accurately interpret my impact on those who serve with me ____________

7. Carry out a suitable evaluation of existing programs under my supervision ____________

8. Explain recent developments in federal legislation relative to vocational education ____________

9. Explain and coordinate the federal-state-local community roles in planning for vocational education ____________

10. Explain the recommendations of the National Advisory Council on Evaluation of Vocational Education ____________

11. Develop and carry out a plan for leadership development for other educators involved in vocational education ____________

12. Write a proposal for new and expanded programs of vocational education ____________

13. Accurately interpret the needs of people with special needs ____________

## VITA FOR

________________________________________
**Name** **Title of Present Position**

________________________________________
**Home Address** **Home Telephone**

________________________________________
**Business Address** **Area Code** **Business Telephone**

________________________________________
**City** **State** **Zip**

EDUCATIONAL EXPERIENCES

| College/University | Dates | Major | Minor | Degree |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PROFESSIONAL EXPERIENCES

| Title of Position | Institution/Company | Length of Time |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

PROFESSIONAL ORGANIZATIONS

________________________________________

________________________________________

________________________________________

________________________________________

Page 2 - Vita for ______________________________

## PUBLICATIONS

| Title | Publisher | Date of Publication |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

## CURRENT NON-TEACHING PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

____________________________________________

____________________________________________

____________________________________________

____________________________________________

## RESEARCH

____________________________________________

____________________________________________

____________________________________________

____________________________________________

## Appendix D

### Information of Institute Participants:

Application form

Certificate of employment

Vitas of participants

# APPLICATION FORM

## LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL-TECHNICAL EDUCATION PERSONNEL IN THE WESTERN STATES

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

________________________________________________________
Name Last First Middle

________________________________________________________
Home Address Home Telephone

________________________________________________________
Business Address Business Telephone

________________________________________________________
City State Zip

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

### PERSONAL DATA

1. _____Married
_____Widowed
_____Divorced
_____Single

2. ____________________
No. of children and ages

3. ____________________
Date of birth

4. _____ M
_____ F

5. _____ Age

6. Social Security number _______ - ____ - _________

7. Present employer

__________________________________________________
Name

__________________________________________________
Title

__________________________________________________
Address Telephone Number

__________________________________________________
City State Zip

8. Title of present position_______________________________

9. Responsibilities of this position________________________

10. The positions you have held which you consider to be leadership positions.

| Title/Position | Affiliation | Dates |
|---|---|---|
| ____________________ | ____________________ | 19___-19___ |
| ____________________ | ____________________ | 19___-19___ |

Application form -- Leadership Development Institute for Vocational-Technical Education Personnel in the Western States -- page 2

Name__________________________

11. Other institutes which you have attended.

| Name | Where held | Dates |
|---|---|---|
| | | |
| | | |
| | | |

12. Other institutes you have applied for admittance this year.

| Name | Where | Dates |
|---|---|---|
| | | |
| | | |
| | | |

EDUCATIONAL AND PROFESSIONAL INFORMATION

13. Institutions attended

| Institutions attended | Dates | Major | Minor | Degree |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

14. Publications authored by me.

| Title | Date | Publisher |
|---|---|---|
| | | |
| | | |

15. Professional organizations which you are a member and the activities you have been involved in.

| Title | Length of Membership | Activities and/or Responsibilities |
|---|---|---|
| | | |
| | | |
| | | |

16. Type of certificate or certificates you hold.

________________________________________________

________________________________________________

Application form -- Leadership Development Institute for Vocational-Technical Education Personnel in the Western States -- page 3

Name____________________________

EMPLOYMENT BACKGROUND (Include non-public educational work experience)

17. Non-educational work experience you have had.

| Title | Employer | Dates | Responsibilities |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

18. Educational experience you have had.

| Title | Affiliation | Dates | Responsibilities |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

LEADERSHIP

19. State reasons why you would like to participate in the Leadership Development Institute at Oregon State University.

20. What aspects of leadership would you like to see srengthened through a leadership institute of this kind?

21. How will you utilize the anticipated leadership skils in implementing vocational education programs?

22. Do you wish to enroll in the institute for credit?______________

Application form -- Leadership Development Institute for Vocational-Technical Education Personnel in the Western States -- page 4

Name____________________________

PERSONAL REFERENCES

23. ________________________________________
Name
________________________________________
Title
________________________________________
Affiliation
________________________________________
Address
________________________________________
City State Zip

24. ________________________________________
Name
________________________________________
Title
________________________________________
Affiliation
________________________________________
Address
________________________________________
City State Zip

I herewith submit that the information contained in this application form is true and accurate. I agree to participate in this institute if my application is accepted.

________________________________
Signed
________________________________
Date

Please return this application form so that it will arrive at Oregon State University no later than May 24, 1968 to:

Cas Heilman, Director
Leadership Institute
School of Education
Oregon State University 97330

Telephone number 503 754-2702
Area Code Number

## LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE WESTERN STATES

## CERTIFICATE OF EMPLOYMENT

This is to verify that ______________________________
(name of applicant)

holds a valid contract for the school year 1968-69 in

______________________________
(Name of district, institution or state department).

______________________________
Signed (superintendent or
immediate supervisor)

______________________________
Title

______________________________
Date

This form must be returned by May 24, 1968 to:

Cas Heilman, Director
Leadership Institute
School of Education
Oregon State University
Corvallis, Oregon 97330

# Vita of Participants
# in the
# LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES

July 28, 1968 to August 3, 1968

conducted in cooperation with

Division of Vocational Education
School of Education
Oregon State University
Corvallis, Oregon 97331

and

Bureau of Research
U. S. Department of Health, Education and Welfare
U. S. Office of Education
Washington, D. C. 20202

William A. Ball
State Director of Vocational Education
Capitol Building
Helena, Montana 59601

**Degrees**

| | | |
|---|---|---|
| Rock Mountain College | B. S. | P. E. |
| University of Montana | M. Ed. | Administration |

**Professional Organizations**

Montana Education Association
National Education Association
American Personnel and Guidance Association
American Vocational Association
Montana Personnel Guidance Association

**Publications**

None

---

Philip Bishop
Counselor
Kapiolani Community College
620 Pensacola Street
Honolulu, Hawaii 96814

**Degrees**

| | | |
|---|---|---|
| Lyndon State College | B. S. | Education |
| Boston University | M. Ed. | College Personnel Service |

**Professional Organizations**

American Personnel and Guidance Association
Hawaii Practical Arts and Vocational Association

**Publications**

None

Larry Blake
President
Flathead Valley Community College
P. O. Box 1174
Kalispell, Montana 59901

Degrees

| | | |
|---|---|---|
| University of Washington | B. S. | Civil Engr. |
| University of Washington | M. S. | Civil Engr. |
| University of Arizona | Ph.D. | Civil Engr. |

Professional Organizations

American Vocational Association
American Society for Engineer Education

Publications

None

---

Thomas Bogetich
Consultant in Industrial Education
1104 W. 8th Street
Santa Ana, California 92701

Degrees

| | | |
|---|---|---|
| Cal. State Long Beach | B. A. | Ind. Education |
| Cal. State Long Beach | M. A. | Ind. Education |

Professional Organizations

California Industrial Education Association
Orange County Industrial Education Association
Local Administration of Vocational Education and Practical Arts

Publications

State Slate (article) Spring 1961 by IE Dept. Cal State Long Beach
Towards a Comprehensive High School (co-author) Dec. 1967 by Orange Co. Schools

Sizemore Bowlan
Director Voc.-Tech. Education
900 N. Klein
Oklahoma City, Oklahoma 73120

Degrees

| | | |
|---|---|---|
| Oklahoma State University | B. S. | Voc. Ag. |
| Oklahoma State University | M. S. | Sec. Adm. |

Professional Organizations

Phi Delta Kappa
Oklahoma Education Association
National Education Association
Oklahoma Vocational Association
American Vocational Association

Publications

None

---

Orval Bradley
Director
Area Vocational Technical School
College of Southern Idaho
Twin Falls, Idaho 83301

Degrees

| | | |
|---|---|---|
| Joplin Junior College | | Assoc. Arts |
| Kansas State College | B. S. | T & I |
| Kansas State College | M. S. | T & I |

Professional Organizations

National Education Association
American Vocational Association
Oklahoma Education Association
Oklahoma Vocational Association
Idaho Vocational Association

Publications

None

Robert Dorak
Director of Technical Education
Albuquerque Public Schools
4404 Douglas McArthur, N. E.
Albuquerque, New Mexico 87106

### Degrees

| | | |
|---|---|---|
| University of New Mexico | B. S. | Ind. Ed. |
| University of New Mexico | M. A. | School Adm. |

### Professional Organizations

National Education Association
American Vocational Association
New Mexico Education Association
New Mexico Vocational Association

### Publications

None

---

Orville Buesing
Coordinator of Work Experience Education
275 North 24th Street
San Jose, California 95110

### Degrees

| | | |
|---|---|---|
| San Jose City College | A. A. | Gen. |
| San Jose City College | B. A. | Industrial Ed. |
| San Jose State College | M. A. | Industrial Ed. |

### Professional Organizations

California Industrial Education Association
Santa Clara Industrial Education Association
California Association of Work Experience Educators

### Publications

Curriculum Guide for Service Station Work Experience Education Programs, 1966 by American Petroleum Institute
Behavioral Objectives for Vocational Math, 1968 by San Jose Unified Schools

Gordon Galbraith
Consultant, Agriculture Education
State Department of Education
305 Public Service Building
Salem, Oregon 97310

### Degrees

| | | |
|---|---|---|
| Oregon State University | B. S. | Ag. Education |
| Oregon State University | Ed. M. | Ag. Education |

### Professional Organizations

Alpha Zeta
Oregon Vocational Association
Oregon Vocational Agricultural Teachers Association
National Vocational Agricultural Teachers Association

### Publications

None

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Dale Gibson
Assistant Dean
Box 1407
Coolidge, Arizona 85228

### Degrees

| | | |
|---|---|---|
| University of Arizona | B. S. | Ag. Education |
| University of Arizona | M. S. | Ag. Education |

### Professional Organizations

Phi Delta Kappa
American Association of School Administrators
National Education Association
American Education Association

### Publications

None

Horace Griffitts
Associate Professor
Business Education Department
Texas Tech.
Lubbock, Texas 79409

### Degrees

| | | |
|---|---|---|
| Texas Christian University | B.B.A. | Bus. Education |
| Texas Tech. | M. Ed. | Bus. Education |
| Michigan State University | Ph. D. | Bus. and Dist. Ed. |

### Professional Organizations

American Junior College Association
National Business Education Association
American Business Communication Association
Delta Pi Epsilon
Phi Delta Kappa

### Publications

"Junior College Business Education," Jan. 1967 by Business Education Forum
"Values of Off. Ed. Block Concept," May 1968 by Journal of Business Education
"How Michigan Coop Graduates Fare in Labor Market," May 1965 by Michigan State College of Education
*Cases for Adm. Secretaries*, Jan. 1969 by McGraw-Hill

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Mrs. Marge A. Harouff
Consultant in Home Economics Education
10th Floor, State Capitol
Lincoln, Nebraska 68509

### Degrees

| | | |
|---|---|---|
| Kearney State College | B. S. | H. E. Education |
| University of Nebraska | M. S. | H. E. Education |

### Professional Organizations

National Education Association
American Vocational Association
American Home Economics Association
National Home Economics Association

**Publications:** None

Annice Jahn
Consultant in Business Education
3210 West Lancaster Avenue
Fort Worth, Texas 76107

### Degrees

| | | |
|---|---|---|
| University of Texas | B. B. A. | Business |
| North Texas State Univ. | M. B. E. | Business |

### Professional Organizations

Texas Association Supervision and Curriculum Development
Kappa Delta Pi
National Education Association
Texas State Teachers Association (Life)
National Business Education Association
Mountain-Plains Business Education Association
Delta Pi Epsilon
Texas Business Education Association
Fort Worth Council of Administrative Women in Education
Fort Worth Public Schools Administrators Association
Fort Worth Classroom Teachers Association

### Publications

Article, *American Business Education Quarterly*, May 1961
*Shorthand Course Guide, State of Texas*, Committee Member 1963
*Shorthand Course Guide*, Ft. Worth Public Schools, Editor and Consultant, 1967
*Business Law Course Guide*, Ft. Worth Public Schools, Editor and Consultant, 1967
NBEA, *Business Education Forum*, Typewriting Service and Feature Editor, 1966-68
*Shorthand and Transcription Course Guide*, Fort Worth Public Schools, Editor and Consultant, 1968
*Bookkeeping Course Guide*, Fort Worth Public Schools, Editor and Consultant, 1968
*Office Practice Manual*, Fort Worth Public Schools, Editor and Consultant, 1968

Hilbert Kahl
Director of Vocational Education
Northeastern Junior College
Sterling, Colorado 80751

**Degrees**

| | | |
|---|---|---|
| Colorado State University | B. S. | Voc. Agri. |
| Colorado State University | M. Ed. | Agri. Educ. |

**Professional Organizations**

National Association of College Teachers of Agriculture
Colorado Vocational Association
National Vocational Agricultural Teachers Association
National Vocational Association

**Publications**

None

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Shirley Kiehn
Instructor-Home Ec. Education
Supervisor-Home and Family Life Education
210 B. White Hall
Washington State University
Pullman, Washington 99163

**Degrees**

| | | |
|---|---|---|
| Washington State University | B. A. | Home Ec. Ed. |
| Washington State University | B. Ed. | Home Ec. Ed. |
| Washington State University | MAT | Home Ec. Ed. |

**Professional Organizations**

American Vocational Association
Washington Vocational Association

**Publications**

None

Ramon LaGrandeur
Associate Dean of Instruction
Lane Community College
200 North Monroe
Eugene, Oregon 97402

### Degrees

| | | |
|---|---|---|
| Everett Jr. College | A. S. | Zoology |
| University of Washington | B. S. | Zoology |
| University of Oregon | M. Ed. | Educational Adm. |
| University of Oregon | D. Ed. | |

### Professional Organizations

American Vocational Association
Oregon Vocational Association
Oregon Council of Local Administrators

### Publications

The Preparation of Instructors in Oregon Community Colleges, 1966 (doctoral dissertation)

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Donald Lindahl
Director of Lake Area Voc.-Tech. School
Lake Area Vocational-Technical School
Watertown, South Dakota 57201

### Degrees

| | | |
|---|---|---|
| S. Dakota State University | B. S. | Ind. Arts |
| Colorado State University | M. Ed. | Voc. Ed. |

### Professional Organizations

American Vocational Association
National Council of Local Vocational School Administrators
American Technical Society
National Education Association

### Publications

None

Arthur Nelson
State Supervisor
Agricultural Education
P. O. Box 248
Olympia, Washington 98501

Degrees

| | | |
|---|---|---|
| Washington State University | B. S. | Dairy Products |
| Washington State University | M. S. | Secondary Ed. |

Professional Organizations

Washington Education Association
National Education Association
Washington Vocational Agriculture Teachers Association
Washington Vocational Association

Publications

None

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Roger Olson
Director of Vocational and Adult Education
1104 Second Avenue, South
Fargo, North Dakota 58102

Degrees

| | | |
|---|---|---|
| State Teachers College | B. S. | Bus. Ed. |
| North Dakota State University | M. S. | Educ. |

Professional Organizations

National Education Association
American Vocational Association

Publications

None

Richard Ooka
Staff Specialist, MDT
1040 South King Street
Honolulu, Hawaii 96814

**Degrees**

| | | |
|---|---|---|
| University of Hawaii | B. A. | Bus. Ad. |
| University of Washington | Tchr. Cert. | Education |
| Oregon State University | M. Ed. | Education |

**Professional Organizations**

National Education Association
American Vocational Association

**Publications**

None

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John Orr
District Superintendent
Box 400
East Ely, Nevada 89315

**Degrees**

| | | |
|---|---|---|
| Oregon State University | B. S. | Education |
| University of Oregon | M. Ed. | Education |

**Professional Organizations**

Phi Delta Kappa
National Education Association
Oregon Education Association

**Publications**

None

James Piercey
Assistant Dean of Instruction and
Director of Vocational Education
Southwestern Oregon Community College
Coos Bay, Oregon 97420

### Degrees

| | | |
|---|---|---|
| Everett Community College | A. A. | B. A. |
| Western Washington College | B. A. | Education |
| University of Washington | M. Ed. | Education |

### Professional Organizations

Washington Vocational Association
American Vocational Association
Adult Education Association

### Publications

None

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Leland Pope
Business Education Department Head
Office Education Coordinator
Gallup High School
Gallup, New Mexico 87301

### Degrees

| | | |
|---|---|---|
| Oklahoma State University | B. S. | Bus. Ed. |
| Oklahoma State University | M. S. | Bus. Ed. |

### Professional Organizations

Gallup McKinley C. Education Association
New Mexico Education Association
New Mexico Business Education Association

### Publications

None

Preston Price
County Superintendent of Schools
P. O. Box 118
Panaca, Nevada 89042

**Degrees**

| | |
|---|---|
| Utah State University | B. S. |
| University of Nevada | M. Ed. |

**Professional Organizations**

National Education Association
Parent-Teachers Association
Nevada State Education Association

**Publications**

None

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Waldemar Roethig
Instructor of Drafting
Borah Senior High School
Troxel Drive
Boise, Idaho 83704

**Degrees**

| | | |
|---|---|---|
| Oshkosh State College | B. Ed. | Ind. Arts |

**Professional Organizations**

National Education Association
Idaho Education Association
Idaho Industrial Arts Association

**Publications**

None

Mrs. Alice Ross
Teacher-Coordinator Office Occupations
15th and Hastings
Coeur d'Alene, Idaho 83814

### Degrees

| | | |
|---|---|---|
| North Idaho Junior College | A. A. | |
| University of Idaho | B. S. | Bus. Ed. |

### Professional Organizations

American Vocational Association
National Business Education Association
Idaho Business Education Association
Coeur d'Alene Education Association
National Education Advisory Council
Idaho Education Association

### Publications

None

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Duston Scudder
Asst. Professor of Marketing
Boise College
1907 Campus Drive
Boise, Idaho 83707

### Degrees

| | | |
|---|---|---|
| University of Denver | B. S. | Personnel Mgt. |
| | B. A. | |
| University of Denver | M. A. | Secondary Ed. |

### Professional Organizations

American Vocational Association
Idaho Vocational Association
National Association of Distributive Education Teachers
National Business Education Association
Western Business Education Association
Pacific Northwest Personnel Association

### Publications

None

John Shryock
Supervisor-T & I Education
414 Fourteenth Street
Denver, Colorado 80202

### Degrees

| | | |
|---|---|---|
| Illinois State University | B. S. | P. E. |
| Colorado State University | M. A. | Adm. |

### Professional Organizations

National Education Association
American Vocational Association

### Publications

None

---

Lyle Teppen
Supervisor
Civic Center
New Richmond, Wisconsin 54017

### Degrees

| | | |
|---|---|---|
| Stout State University | B. S. | Industrial Ed. |
| Stout State University | M. S. | Industrial Ed. |

### Professional Organizations

Wisconsin Administrator's Association
National Council of Adult Administrators
American Vocational Association

### Publications

None

Earl Wineinger
Assistant Supervisor of Vocational Education
State Office Building
Topeka, Kansas 66612

Degrees

| | | |
|---|---|---|
| Kansas State University | B. S. | Education |
| Kansas State University | M. S. | Vocational Ed. |

Professional Organizations

Kansas State Teacher's Association (NEA)
Kansas Vocational Association (AVA)
Kansas Vocational Agricultural Teachers Association (NVATA)
Phi Delta Kappa

Publications

"The Kansas Future Farmer" (Magazine) 66-68, State Board for Vocational Education

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Lester Whittle
Area Coordinator
Corvallis-Philomath School Districts
Corvallis Senior High School
836 Northwest 11th
Corvallis, Oregon 97330

Degrees

| | | |
|---|---|---|
| Oregon State University | B. S. | Bus. Ed. |

Professional Organizations

National Education Association
Oregon Education Association
National Business Education Association

Publications

None

Elmer Wirta
Consultant
Industrial Education, Junior College
809 State Building
217 W. First Street
Los Angeles, California 90012

Degrees

| | | |
|---|---|---|
| Long Beach State College | B. S. | Vocational Ed. |
| Long Beach State College | M. A. | Industrial Arts |

Professional Organizations

California Industrial Education Association
American Vocational Association

Publications

None

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Woodrow Wold
Director of Adult and Vocational Education
Willson School
404 West Main
Bozeman, Montana 59715

Degrees

| | | |
|---|---|---|
| University of North Dakota | B. A. | History |
| Montana State University | M. A. | Secondary Ed. |

Professional Organizations

Montana Education Association
American Vocational Association
Montana Vocational Association

Publications

Adult Education in Bozeman, February 1967, MEA Journal
Application for Area Designation, January 1968, School District #7 Press

# Appendix E

## Evaluation of Institute:

Summary booklet of Evaluation.

- Institute Evaluation
- Appendix A - Confidence Level rating instrument
- Appendix B - Daily evaluation device
- Appendix C - End of Institute evaluation device
- Appendix D - Evaluation comments by daily evaluators
- Appendix E - Follow-up letters to Institute Director

Participant follow-up questionnaire.

Non-participant Confidence Level instrument follow-up.

Participant Confidence Level instrument follow-up.

# Evaluation of the LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES

July 28, 1968 to August 3, 1968

conducted in cooperation with

Division of Vocational Education
School of Education
Oregon State University
Corvallis, Oregon 97331

and

Bureau of Research
U. S. Department of Health, Education and Welfare
U. S. Office of Education
Washington, D. C. 20202

# VOCATIONAL-TECHNICAL INSTITUTE PROGRAM

OREGON STATE UNIVERSITY
Corvallis, Oregon

## PREFACE

Vocational-technical education is blind to its weaknesses, and to its potential greatness. This need not be so. Vocational educators have the ability, and they have the talent to state objectives and program goals in the dialect of human values and in ways which can bring about improvement in human behavior through change.

If training institutes are to fulfill their promise and potential they must be more than a polite forum for the exchange of ideas, however controversial those ideas may be. In the context of change, which characterizes our human ecology, vocational educators must take seriously the mandates of service and leadership to become the catalysts whereby the conditions for change in human behavior become possible. Vocational educators have misinterpreted the mandate to make the curriculum more relevant. Instead of presenting new curriculum content and ideas they have, in too many instances, taught the traditional curriculum in a more spectacular fashion. In practice the concept that curriculum must give meaning to the lives of the young people has eluded most vocational educators. It is only with great difficulty that they have been able to come up with a few innovative ideas.

Vocational educators are still baffled by the immensity of the task lying ahead of them in that they have not yet been able to discover any startingly new ideas, procedures, methods or even curriculum content that are uniquely and peculiarly suited only to vocational-technical education. They have used and applied the innovations of others; viz., micro-teaching, video taping, inquiry training et al. and have made modifications to suit their purposes. Thus they have been at the growing edge of educational change and they have served as a stimulus for reevaluation of present practices and for bringing about change in all groups with which they have contact. They must continue to strive to discover what it is that can truly make the difference in the preparation of teacher educators in the vocational-technical field.

The institute program which the accompanying evaluation report describes endeavored in a serious fashion to come to grips with some of these typical shortcomings of in-service programs for vocational educators. Evaluation of program content and goals was approached in a forthright manner and conscientious efforts were made by both the program staff and the participants to develop and continue the professional growth of all. The atmosphere of the evaluation session was a most rewarding one. The interchange of ideas and suggestions was serious and showed real professional concern with the urgent problems and issues of vocational technical education. It would appear from the results of evaluation that positive growth has occurred among all participants in this institute program. There is ample evidence to indicate that a general willingness to participate and even an eagerness to contribute frankly and positively was reflected by all. Officials of Oregon State University should take pride in knowing that the Institute not only provided an incalculable service to vocational educators from throughout the nation but also provided an excellent opportunity for on-the-job training for faculty and graduate students who were involved in the planning and carrying out of the structure for the program.

Participants for the institute were selected from nominations made by State Directors of Vocational Education in the 20 Western states. In addition a number of unsolicited inquiries were received. Application blanks were sent to these two groups with approximately one-half of those making application being selected. About one-third of the final participants were from the unsolicited group. Selection was based on the participants application and the recommendations from two people qualified to speak about the participants potential leadership ability. In all cases one reference was from the participants employer with the other being of his own choosing. It was necessary to use 6 alternates to fill the final roster due to cancellations.

George B. Brain

# EVALUATION OF THE INSTITUTE

This institute gave every evidence of being successful. The quality of presentations by consultants, the interest and enthusiasm of the participants, feedback from both groups provided evidence of success. Perhaps the strongest single indicator is shown in Table I which depicts a rising level of satisfaction with the events of the institute.

Three non-participant evaluators, Dr. George B. Brain, Dean, School of Education at Washington State University, Russell P. Journigan, Project Office, Vocational-Technical Education, San Francisco Regional Office, U. S. Office of Education, and Melvin D. Miller, School of Education at Oregon State University were responsible for the evaluation design, developing instruments and carrying out the institute evaluation.

In setting up an evaluation design for the Leadership Development Institute for Vocational and Technical Education Personnel in the Twenty Western States, attention was focused on changes which occurred in participants and how they felt about the events of the institute. It was expected that measuring changes in participants would be more difficult than getting reactions regarding institute programs.

Three instruments were designed for this institute. The Confidence Level (Appendix A) was given to participants at the time of their registration on Sunday evening, July 28, 1968. This same form was also administered during the closing session on August 2, 1968. An Activity Evaluation (Appendix B) was planned at the end of each major presentation and was to be utilized for 17 topics involving 15 different presenters. The Summary Evaluation (Appendix C) was completed by participants as a final activity on Friday, August 2, 1968. In addition five participants, Tom Bogetich, Elmer Wirta, Sizemore Bowlan, Woodrow Wold and Hilbert Kahl presented daily evaluation reports at the opening of the next day's sessions. Copies of their written reports are found in Appendix D.

Activity Evaluations were made a total of 15 times during the institute--two less than planned. A participants evaluation on the final session on evaluation was not obtained, and Sherrill McMillen's two sessions were treated as one. The six level continuum was given a place value of one to six from low to high. No attempt was made to consider higher or lower scores although participants occasionally marked beyond the word high and below the word low.

In reviewing the activity evaluations, the participants reflected a concensus about individual consultants and no attempt was made to subgroup the ratings by participants position. While extremes in ratings did occur on both ends for some consultants, the mean, median and mode were always close to each other.

The number of evaluation sheets turned in (one each session) ranged from a low of twenty-six for the banquet session to a high of thirty-eight for the consecutive sessions presented by Sherrill McMillen, U. S. Office of Education. It was planned that each of McMillen's topics would be evaluated separately. However, the day's chairman failed to request the activity evaluation form be turned in at the end of the first session. The few that were turned in became mixed with those of the second session presented by McMillen and they were treated as a single group in the computations.

The computations of the activity evaluations indicated considerable spread between the highest and lowest score. The evaluation team felt that this contrast supported the validity of the instrument in measuring the feelings of participants toward the presentations. In plotting the scores it was noted that the general trend was toward higher ratings from the beginning to the final session (See Table I). Discussion by the evaluation team early in the institute with individual participants who had had previous exposure to some of the consultants led the evaluators to believe that ratings would drop down at the end. Comments by some of these same participants following these consultant's presentations indicated surprise at the quality of the presentations. These comments along with the resultant ratings were interpreted as further evidence of the reliability of the Activity evaluation form.

An interesting contrast is shown in Table I with the lowest rated session being followed by the highest rated presentation. Whether the contrast was increased by their proximity to each other would be a matter of speculation.

The entire institute design centered on process. Early presenters made more extensive use, generally, of group involvement techniques while later consultants relied more on visuals and oral presentations accompanied by hand-outs and take-home material. The influence this had on ratings again would be a matter of speculation.

In the opinion of the evaluation team, the sessions on Leadership Techniques would have received a higher score had a second evaluation been obtained at the end of the institute as it was observed that during the entire week, participants used techniques presented by the consultant of this activity.

The opening registration and activities were effectively handled by a competent staff. The relaxed, congenial atmosphere offset the disadvantages of a warm night and room. The Introduction to Oregon presentation was appropriate, but not rated high by the participants. The length of the presentation and low dynamics coupled with a too warm room were important factors.

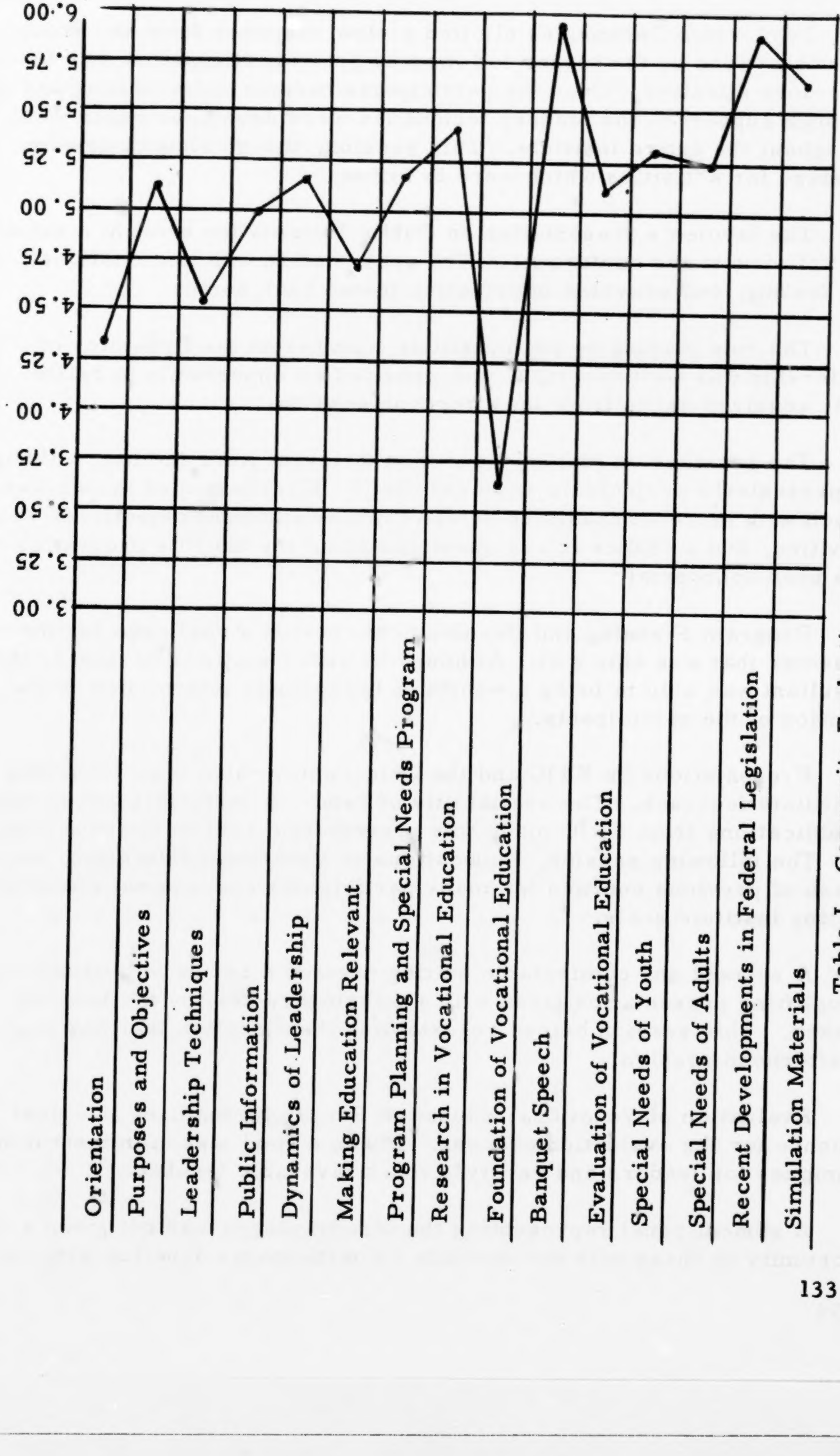


Table I. Composite Evaluations on Topic Sessions

The Challenge on Monday morning was dynamic and stimulating. The emotional impact of the presenter's enthusiasm was evident.

Leadership Techniques elicited a slow response from the group. Demonstrations by the leader followed by group participation may have been more effective. Once the participants became more willing and gave thorough support to the leader, techniques were developed which were used throughout the entire institute. This session, though slow to develop, set the stage for activities which were to follow.

The laymen's presentation on Public Information brought a valuable point of view to the conference. The presentation was informational, done with feeling, and provided information to use back home.

The role playing by each institute member in the Dynamics of Leadership was well received, and provided an opportunity to refine newly acquired skills from the afternoon session.

The sessions on Making Education Relevant were too long although the presenter's projectuals were excellent. Elimination of the written speech with more emphasis on determining educational objectives, research activities, and a chance to ask questions about the ES 70's program would have been appropriate.

Program Planning and Development created a challenge for the presenter that was ably met. Although he didn't stay on the topics, the consultant was able to bring a wealth of background information to the attention of the participants.

Presentations on ERIC and the Ohio Center rated high according to immediate feedback. The availability of hand-out materials and samples of publications from ERIC made this presentation real to the back home job. The following session, Foundations of Vocational Education, was a rehash of previous courses for many participants and was not effective in meeting institute goals.

A relaxed and comfortable setting created a receptive audience for the uplifting presentation given with a missionary zeal by the banquet speaker. This session helped re-establish the direction that was lost in the afternoon session.

Evaluation of Vocational Education Programs featured a logical sequence for the evaluation process. It was a good lesson in instructional techniques for leaders and received much favorable feedback.

A student panel representing the disadvantaged was not given a full opportunity to share with the institute as participants debating with each other reduced the contributions from the very fine panel. A coke time with these students following the panel provided for some fine interaction. The second panel, people working with Special Needs Programs, failed to present the urgency of their programs although the information given added another dimension to the vocational education picture.

Recent Developments in Federal Legislation, a vital topic, was ably handled by the consultant who was corgially received by the institute.

Simulation Materials provided a live project for consideration by institute participants. These final two presentations received many fine comments and left the conference at a high interest level. The time for Evaluation was too brief to accomplish the task. Dr. Brain was given too little time to share his insights and information with the institute.

Each institute participant was assigned a role which provided for involvement, as chairman-of-the-day, Committee Chairmen, Introducers, and Masters of Ceremonies and Evaluators. The use of participant evaluators proved challenging to them and effective for the institute.

Selection procedures resulted in a good cross-section of participants. A variety of back-home roles representing many levels of responsibility is evident from the participants' vitas. The participants comments express appreciation for this broad exposure to fellow educators.

The participants are commended for the sense of responsibility evidenced by their participation. Except for two participants attendance was high. Although the schedule was demanding, particularly during the first three days of the institute, and participants did gripe some about the length of the institute day, they were regular in their participation. Projects which were to be a part of the at-home results of the institutes were submitted by thirty-one of the thirty-three participants by the deadline.

Two points of criticism stand out. Initial facilities, while adequate in space and arrangement, failed to provide adequate air-conditioning necessitated by the unseasonably high temperatures. A greater opportunity for institute open discussion sessions and/or opportunities for participant presentations should have been allowed although where time could be provided would be difficult with the tight schedule followed.

Scores on the Confidence Level form ranged from a high confidence level of one to a low confidence level at five. Thirty-one forms were turned in at the time of registration. Average scores for individual participants ranged from a high of 2.0 to a low of 3.9 compared with 1.4 and 3.7 at the end of the institute. The median on the pre and post were 2.9 and 2.3 respectively, which was close to the averages of 2.86 and 2.34 respectively. It is noted that in the pre-scores the high was 2.0

| Question No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | Average |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pre (31) | 35 | 25 | 35 | 23 | 21 | 25 | 20 | 30 | 31 | 35 | 30 | 32 | 29 | 29 |
| Post (34) | 28 | 20 | 29 | 19 | 30 | 24 | 20 | 21 | 24 | 28 | 23 | 25 | 28 | 23 |
|  | +7 | +5 | +6 | +4 | -9 | +1 | -- | +9 | +7 | +7 | +7 | +7 | +1 | +6 |
| Pre Sec. Sch. (14) | 30 | 22 | 38 | 24 | 20 | 24 | 19 | 31 | 32 | 39 | 33 | 37 | 29 | 29 |
| Post Sec. Sch. (15) | 30 | 18 | 32 | 19 | 18 | 24 | 20 | 21 | 24 | 26 | 25 | 23 | 26 | 23 |
|  | -- | +4 | +6 | +5 | +2 | -- | -1 | +10 | +8 | +13 | +8 | +14 | +3 | +6 |
| Pre Comm. Coll. (10) | 31 | 18 | 32 | 19 | 20 | 22 | 21 | 29 | 29 | 31 | 23 | 26 | 24 | 25 |
| Post Comm. Coll. (11) | 28 | 20 | 30 | 20 | 24 | 23 | 21 | 22 | 26 | 29 | 20 | 24 | 30 | 25 |
|  | +3 | -2 | +2 | -1 | -4 | -1 | -- | +7 | +3 | +2 | +3 | +2 | -6 | -- |
| Pre SDE (7) | 38 | 25 | 34 | 30 | 24 | 28 | 22 | 32 | 31 | 37 | 25 | 32 | 37 | 31 |
| Post SDE (8) | 25 | 22 | 23 | 20 | 18 | 26 | 20 | 21 | 25 | 26 | 25 | 30 | 27 | 23 |
|  | +13 | +3 | +11 | +10 | +6 | +2 | +2 | +11 | +6 | +11 | -- | +2 | +10 | +8 |

Table II. Pre and Post Institute Confidence Level Scores

with four participants at this level while 13 scored at 2.0 or higher on the post-institute form. The participants were grouped into three classifications: (A) Secondary and Local Schools, (B) Community College, and (C) State Department of Education. Group C showed the greatest change in averages from beginning to end at 3.10 and 2.30 respectively. This was followed by Group A at 2.90 and 2.32 while Group B had a small reversal at 2.74 and 2.49.

In looking at separate items on the Confidence Level form Item 8 and Item 5 showed the greatest change but in different directions. Item 8, dealing with recent federal legislation, showed an increase in confidence while Item 5, concerning designing programs relevant to the needs of students, resulted in a corresponding decrease in confidence. While not wanting to establish a cause and effect relationship, it is possible that participants were given new information on federal legislation resulting in an increase in their own confidence. The same appears true on the relevancy issues but with an opposite effect, and it seems possible that participants were made more aware of their own limitations in regard to this matter.

A marked contrast is apparent in looking at item scores for the community college and state department people. On six items, numbers 1, 3, 4, 5, 10, and 13 the difference between these two groups was nine or greater. In three of these cases, Item 4, 5, and 13, this was a combination of a negative change for the community college people and a positive change for state department people.

The Summary Evaluation, Appendix C, asks for a listing of perceived institute objectives and the personal objectives of participants. The information handed participants at the time of registration listed two purposes, ". . . to have each individual participant actively involved in various leadership processes and to provide up-to-date information concerning vocational education." The responses of participants were grouped under three main headings with a few remaining unclassified. Thirty-three listed leadership development as an institute objective, 21 gave information and 10 involvement. On personal objectives, 27 gave leadership developments, 32 information and 14 involvement. It appears that perceived institute objectives and personal objectives were generally congruent.

Scores were obtained on the participants' views regarding degree of attainment of institute and personal objectives and the degree of satisfaction with the physical arrangements at the institute. In scoring this portion of the Summary Evaluation, a score of one indicated high attainment with five low. The over-all rating, indicated higher scores for satisfying personal objectives than institute objectives. Scores were 1.70 and 1.76 respectively. Physical arrangements scored lowest at

2.31. Breaking the participants again into A, B, and C, the A and B groups followed the over-all patternwhile the C group gave a higher attainment rate to personal objectives as compared to institute objectives.

The Summary evaluation form is criticized in that it failed to provide more breakdowns of the continuum on questions 2, 4, and 5. A ten point scale would have provided a greater opportunity to reflect participants feelings. Table III shows a summary of the scores from the Summary Evaluation Form. It is noted that 30 forms were turned in but only 29 were classified into sub-groups as one respondent failed to mark one of the three categories.

Table III. Final Evaluation Scores

| Group | Institute Objectives | Personal Objectives | Physical Arrange. | Average Answer |
|---|---|---|---|---|
| Over-all (30) | 1.76 | 1.70 | 2.31 | 1.92 |
| (A)<br>Sec. School (13) | 1.84 | 1.69 | 2.30 | 1.92 |
| (B)<br>Comm. College (9) | 1.82 | 1.69 | 2.44 | 1.97 |
| (C)<br>S.D.E. (7) | 1.50 | 1.75 | 1.86 | 1.90 |

Five items were most often mentioned as being the most meaningful. These were: leadership techniques; consultants, Dr. Taylor, Dr. Allen and members of the institute. All were mentioned five or six times. Two other, evaluation of vocational education and improvement of instructional research were both mentioned four times.

Hospitality of the institute staff, excellence of consultants, and a well-planned institute were most frequently mentioned as strong points of the institute. Frequency scores were 19, 18, 15, and 14 respectively. Others mentioned eight or seven times included up-to-date information on vocational education, scope of material presented and the involvement of the participants.

Four items were given most often as weak points. The crowded schedule, length of programs and evening meetings were each mentioned 14 times. Some speakers or consultants were listed 13 times with 7 of these being identified by name as one speaker. Physical accomodations and the short duration of the institute were given 11 and 5 times respectively. Suggestions for improvement were not repeated to any extent.

Lengthening to two weeks was repeated four times and recreational activities three times. Thirty other suggestions were listed with 10 of these being mentioned by two people. The other 20 were given by only one person.

One recommendation from the evaluation team concerns the length of the institute. It is recommended that a seven or eight day institute would be better than the five and one-half days of this institute. An institute starting on a Tuesday and ending a week later on a Thursday would allow for a break in activities, more institute days, group recreation and lower travel costs where air transportation is used.

Additional comments were given by over half, eighteen, of the participants. The quotes which follow are representatives:

"Thanks for the hospitality--felt at home and would like to come back again someday soon."

"I thought it was great! I feel very fortunate in being selected to attend this conference."

"Cas Heilman and Anita Whittle real pros. I can appreciate the great amount of planning and detail required for such a well executed institute. Very well done."

"I have enjoyed the entire program. Thanks for inviting me."

"This was a marvelous opportunity and I greatly appreciate the chance to have been included."

"Most sincerely--this was the finest institute or summer session I have ever attended. Thanks for including me."

"I am most grateful for the opportunity afforded me this week."

The quality of the entire institute is reflected in these statements. The evaluation team feels that this institute made a marked contribution to the advancement of vocational education.

The plans of action outlines turned in at the end of the institute were to be followed with a more detailed plan by September 10, 1968. On that date 31 plans had been received. These plans represent action in vocational education--a goal of the institute. Quarterly reports and individual follow-up are planned by mail and phone. A meeting of the institute group is planned for the 1969 American Vocational Association convention in Dallas, Texas. The proposed plan of follow-up should yield further evaluation material.

**Each plan of action which has been submitted has been accompanied by a letter. The two found in Appendix E were selected because they say in a concise way the consensus of feelings expressed in the others. The evaluation team concurs with the point of view expressed. This institute will be a positive influence on the happenings in vocational education in the twenty western states.**

## APPENDIX A

## LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES

**Please check the level represented by your present position.**

**_______ Secondary School** **_______ Community or Junior College**

**_______ State Dept. of Ed.** **_______ Teacher Education (University)**

**DO NOT SIGN**

### CONFIDENCE LEVEL

**DIRECTIONS: As a leader in vocational education, there are many expectations and functions given to you. Some of these are given in this Leadership Inventory.**

**Please place the number from the key which best indicates your confidence, without further training or preparation in the indicated activity. Work rapidly and give your honest reactions to each area.**

***Key to Levels of Confidence**

1. **Could carry out with great ease**
2. **Could carry out with minimum difficulty**
3. **Expect I could carry out**
4. **Attempt if asked, but would expect considerable help**
5. **Would not attempt now**

---

| **FUNCTION** | ***CONFIDENCE** |
|---|---|
| **1. Direct a program on interaction analysis** | ________ |
| **2. Plan dnd implement a public information program relevant to vocational education** | ________ |
| **3. Direct the planning of a state program for vocational education** | ________ |
| **4. Initiate programs to involve the public in planning and implementing new programs in vocational education** | ________ |

***Key to Levels of Confidence**

1. **Could carry out with great ease**
2. **Could carry out with minimum difficulty**
3. **Expect I could carry out**
4. **Attempt if asked, but would expect considerable help**
5. **Would not attempt now**

---

| FUNCTION | *CONFIDENCE |
|---|---|
| **5. Design an educational program relevant to the needs of students** | ________ |
| **6. Accurately interpret my impact on those who serve with me** | ________ |
| **7. Carry out a suitable evaluation of existing programs under my supervision** | ________ |
| **8. Explain recent developments in federal legislation relative to vocational education** | ________ |
| **9. Explain and coordinate the federal-state-local community roles in planning for vocational education** | ________ |
| **10. Explain the recommendations of the National Advisory Council on Evaluation of Vocational Education** | ________ |
| **11. Develop and carry out a plan for leadership development for other educators involved in vocational education** | ________ |
| **12. Write a proposal for new and expanded programs of vocational education** | ________ |
| **13. Accurately interpret the needs of people with special needs** | ________ |

# APPENDIX B

## LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES

**Please check the level represented by your present position.**

**______ Secondary School** **______ Community or Junior College**

**______ State Dept. of Ed.** **______ Teacher Education (University)**

**DO NOT SIGN**

## ACTIVITY

**TOPIC ____________________________________________**

**DIRECTIONS: Place a check mark on each scale that best indicates your feelings in reference to the topic. Please react to each item, in as much as possible, as a separate and unrelated response. Remember that these are to reflect your own perceptions.**

**Activity Appropriate to Topic**

**High ______ ______ ______ ______ ______ ______ Low**

**Content Clear**

**High ______ ______ ______ ______ ______ ______ Low**

**Met Institute Goals**

**High ______ ______ ______ ______ ______ ______ Low**

**Level of Group Interest**

**High ______ ______ ______ ______ ______ ______ Low**

**Dynamics of Activity**

**High ______ ______ ______ ______ ______ ______ Low**

**ADDITIONAL COMMENTS MAY BE ADDED ON BACK**

## APPENDIX C

## LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES

**Please check the level represented by your present position.**

**______ Secondary School** **______ Community of Junior College**

**______ State Dept. of Ed.** **______ Teacher Education (University)**

**DO NOT SIGN**

### SUMMARY EVALUATION

**DIRECTIONS: Please indicate your feelings about the Institute in which you have just participated.**

**1. Please list what you felt three of the Institute objectives were (Be brief.)**

**a.**

**b.**

**c.**

**2. To what extent were the Institute objectives accomplished? (Circle one)**

| Completely | Adequately | Fairly Well | Inadequate | Not at all |
|---|---|---|---|---|
| x | x | x | x | x |

**3. What were your own main objectives: List one, two or three. (Be brief.)**

**a.**

**b.**

**c.**

**4. To what extent were your personal objectives achieved? (Circle one)**

| Completely | Adequately | Fairly Well | Inadequate | Not at all |
|---|---|---|---|---|
| x | x | x | x | x |

5. **How well did the physical arrangements provide for your needs? (Circle one.)**

| Completely | Adequately | Fairly Well | Inadequate | Not at all |
|---|---|---|---|---|
| x | x | x | x | x |

6. **What was most meaningful to you?**

7. **What were the Institute's strong points?**

8. **What were the Institute's weak points?**

9. **What suggestions do you have for improving this kind of an institute?**

10. **Additional comments may be added on back.**

## APPENDIX D

## LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES

## PRESENTATIONS EVALUATION

Evaluation by: Thomas Bogetich

Date: July 29, 1968

Presentation: Leadership Techniques

Presented by: Dr. Leon Fine

Next Dr. Fine developed indirectly some techniques of group dynamics and/or leadership techniques. His concern or objective was that of warming up the group as well as himself--physically as well as at a verbal level. The group did not totally accept his role or method of operation early in the program but at the conclusion of his role some of the apprehension was overcome. A major concern of some participants was that no objectives were stated by Dr. Fine as to what he was to do and what the participants were to achieve as a result of the processes of interaction with the group. In listening to the tape of Dr. Fine's introduction, he clearly stated his role as well as the role of the participants. But, as most verbal statement, it was lost as his mode of operation continued. His objective and role were within the objective of the conference.

Dr. Fine utilized different methods of gathering information about his audience as well as the participants gathering information about the others in the group. One was to have a raising of hands and the other was to have people talk to each other. Another was to utilize a Spectrogram technique or a straight line operation. This technique employed action by the participants as well as interaction. He proceeded from there to warm up the group by applying group dynamics and role playing techniques of description, interpretation, direct and indirect description of behavior, paraphrasing and perception checking. His objective in this case was that of practicing techniques which would be used during the rest of the week. Again, within the framework of the objectives of the conference.

Presentation: Public Information in Vocational Education

Presented by: Gerald Frank

In the afternoon Gerald Frank spoke on the topic of public relations in vocational education. Mr. Frank was well received by the participants on a subject which could be considered for the improvement of vocational education at all levels--another objective of the conference. Public relations in vocational education was defined as the communications of the importance, place, progress and the future of vocational education to the community at large. As a non-professional educator, his presentation was that of a concerned layman pleading that the public is eager to learn about what is going on in the schools and that the schools have been reluctant to issue information. He placed the blame on the administrators of the schools.

Evaluation by: Thomas Bogetich

Date: July 29, 1968

Comments: The purposes of the institute are two dimensions--namely, to have each member to participate actively in various leadership processes and to provide up-to-date information concerning vocational education. The primary objective, therefore, will be to improve vocational education at the various levels. The first day's session was concerned mainly with leadership processes.

Presentation: The Challenge

Presented by: Dr. Henry TenPas

In the morning session Dr. TenPas very ably set upon the task of challenging the group. His words were inspirational and well received by the group.

Presentation: Purposes and Objectives of Leadership Development Institutes

Presented by: Dr. David Bushnell

Dr. Bushnell's task was to speak on the purposes and the objectives of leadership development institutes. The group's reactions to Dr. Bushnell's presentation were mixed. A concern of the group was that Dr. Bushnell spent the majority of his time asking the group about what they wanted to get out of the institute--not what the purpose and objectives were of leadership institutes.

Presentation: Dynamics of Leadership

Presented by: Dr. David Bushnell

The evening session concluded with Dr. Bushnell's dispensing with a discussion on the Dynamics of Leadership and proceeded into more active participation by the group in role playing so as to practice the techniques learned in the afternoon. The group reactions and role playing were worthwhile experiences as expressed by many of the group. This again was within the framework of the objectives of the conference.

In conclusion, some candid comments on the first day were:

"Had some reservations - but it's better than I thought it would be."
"Boy, is it hot." (This could be repeated after each comment.)
"Couldn't they find a better room."
"Physical conditions are poor."
"You are a rabble rouser."
"We'll set presidence with bermudas--you got the right idea."
"Hope it gets better."
"Top-notch people here."
"Good Speaker."
"I m tired."
"Should have stated objectives for each topic presented."
"Assorted Polack jokes."

Evaluation by: Elmer Wirta

Date: Tuesday, July 30, 1968

Presentation: Education Systems 1970

Presented by: Dr. Bushnell

Dr. Bushnell described a new and innovative approach to provide occupational training for all students in the secondary level. This presentation met one of the purposes of the meeting. The group activity did not have enough time to really do justice to roles assigned.

Presentation: Program Planning and Budget Systems

Presented by: Dr. McMillen

This presentation was well received and the material presented was well documented. The hand-outs were pertinent to the presentation and contained a wealth of facts. Group interest was high.

Presentation: Special Needs

Presented by: Dr. McMillen

Because of the extra time spent on PP and BS there wasn't time to explore this topic thoroughly. The definition of the student with special needs was more or less left in limbo. The additional information on HR 18366 and SB 3720 was well received.

**Evaluation by:** Sizemore Bowlan

**Date:** July 31, 1968

**Presentation:** Research in Vocational Education

**Presented by:** Dr. Robert Taylor

Dr. Robert Taylor gave a well-planned presentation on Research and Developments in Vocational-Technical Education. He not only provided us with the latest information but taught us how to use these materials and keep them up to date. I considered this a most valuable and enjoyable presentation.

Some comments about this presentation:

"This is the type of information that is really worth while."
"This presentation alone was worth my trip."
"I have been searching for this type of material and now I have it."

**Presentation:** Foundations of Vocational Education in the Context of Social and Educational Change

**Presented by:** Dr. Melvin Barlow

Dr. Mel Barlow presented some interesting principles of Vocational Education if you had not studied them previously. I believe the presentation would have been more effective had he passed out a list of the principles of Vocational Education that have been handed down for 60 years and then discussed with the group how the interpretation of these principles has changed and how we might go about implementing them in a manner to help bring about the needed social and educational changes.

**Presentation:** Public Involvement in Education

**Presented by:** Dr. Keith Goldhammer

Dr. Keith Goldhammer gave a most interesting and challenging address on the responsibility and role of the educational leader. This address was well received as evidenced by the many favorable comments. I regret this speech was not taped, it would have made a most valuable document to take home.

**Evaluated by:** Woodrow Wold

**Date:** August 1, 1968

**Presentation:** Evaluation of Vocational Education Programs

**Presented by:** Ronald Kaiser

Ronald Kaiser spoke in the morning on a topic often neglected in the vocational-technical programs in the United States. The topic was evaluation.

Many vo-tech men and women have felt that if we ignored evaluation it would go away.

Evaluation is an essential part of an over-all program. The federal government, and thus the state governments, will be more and more interested in what vo-tech programs there are, what money is being spent for and if the money and the programs are getting results.

Ronald Kaiser gave us a well planned, well organized method of over'all vo-tech evaluation. He impressed me with his earnestness and in his being so well prepared.

His evaluation covered administration, guidance, program offerings, instruction and facilities. His assessment value profile was excellent.

His follow-up program was also well done. Students and employers are to be contacted at intervals to see how well trained the students were and what improvements could be made in the program.

Some comments heard were:

"He's done a lot of work on this."
"Just what I needed."
"Needed this kind of help."
"Better than the program of evaluation that we developed."

**Presentation:** Special Needs of the Disadvantaged

**Presented by:** Ronald Petrie and Upward Bound students

The student panel in the afternoon was very interesting. I thought of various words when I watched the boys and the girl:

Winsome - Lolly

Honest - Ken
Sharp - Dan and Mike
Appealing - Jose

They gave us a lot of ideas about a vo-tech program:

I. Some parts of the vo-tech program should be negro centered or centered for Mexican-Americans, Indians, etc. We should think of the student and plan accordingly.

II. Have a wider vo-tech program that would appeal to many of the students--hopefully all of the students.

III. Get the guidance officers and the teachers in every school to really help and understand their students.

IV. Organize programs whereby the students could earn pocket money during their school days.

V. Explain the vo-tech program to each student. Orient all all students to what the program could do for them.

I was surprised at the lack of programs available to the panel members. I thought of each student left in his or her family situation without much outside help and too many of this type of student will be wasted. We can't afford to wast our young people.

I liked the panel very much. This student education and training problem is a national problem. It is being stressed by Congress at this time.

We received much material on the disadvantaged youth (illustrate). These students were examples of those who we could help.

Presentation: Vocational Education's Responsibility in Special Needs Programs

Presented by: A Panel: George Smith, Lane Williams, Edward Mitchell, and Ronald Petrie

The last part of the program involved a Negro, an Indian, a person speaking for the poor whites, and someone who works with the migrant workers (usually of Mexican background).

Some thoughts were left with us:

I. Too many of our school counselors are pointing all students unrealistically to college. Too many counselors are short on vo-tech background and understanding.

II. There are certain myths concerning minority groups (like Negroes don't want to work) that must be destroyed.

III. We must understand the poor whites who are often illerate and usually have psychological problems.

IV. Migrant workers don't understand our system--they understand so little of how we do business in the U. S.

We must orient ourselves with the problems of the minority groups. Understanding the disadvantaged and special needs students must be a part of the undergraduate and graduate programs of all those in the field of education.

I personally liked each phase of yesterday's program. It met my needs and I'm sure it met the needs of many of the rest of the participants of this institute.

At this time I want to personally thank all of those who planned this institute. Its been very helpful to me. Thanks, especially for letting me be here.

**Evaluated by:** **Hilbert Kahl**

**Date:** **August 2, 1968**

**Presentation:** **Recent Developments in Federal Legislation**

**Presented by:** **Dr. Mary Allen**

Good detailed report which was most interesting to the entire group. Her very pleasing personality and of course her southern slang did a lot with this type of report. She did an outstanding job of bringing us up to date on recent developments in federal legislation, and also placed in our hands some additional material to carry home with us to read.

The comments made concerning her report to the group were most favorable and they felt we had a good down to earth individual to represent us as vocational people.

**Presentation:** **Preparation of Vocational Education Through Simulation Material**

**Presented by:** **Dr. Ward Sybouts**

Since I missed the first part, I didn't feel I wanted to evaluate his presentation. The portion that I did hear was terrific.

## Evaluation Concerning the Entire Institute by Hilbert Kahl

I'm sure we will all leave Corvallis with a lot of new ideas and ways in which we can improve and build our own programs when we return home.

Like any other workshop or institute that many of us have attended in the past, this one will be no different when we try to weigh the most valuable and the least valuable points. Some points will be more beneficial to some of us and other parts will be more beneficial to others. Again depending upon our own individual backgrounds.

As a whole I'm sure that the knowledge we have all gained this week will be most useful in guiding, evaluating, and building new and better programs in vocational education in our home communities.

## Possible weak areas of the Institute

1. Weather
2. Table arrangement the last three days

3. If possible, an open discussion period where we talk about programs already in progress--could be beneficial to some of the group.

4. Consultants might have given a little more background of their specific area, before presenting new materials.

5. Hand-outs--material to take home and read later--whenever possible.

6. No follow-up meeting arrangements were made to continue some of the discussions which resulted from tries. Evening meetings. Maybe somewhat different arrangements for Thursday evening could have been made because of the trip to the coast.

7. A chance to meet for a special meeting with other people in the same discipline.

Good points or strengths

1. The attempt of all consultants to draw members of the institute into the action of each discussion period.

2. Most consultants made a fair attempt to know about the history and background of the members of the institute which did help to guide the group in their presentations.

3. The depth and breadth of participants of institute. People from a wide area background, agriculture, home economics, T & I, etc., supevisors, teachers, principals, etc.

4. A group which was easily mixed, easy to get acquainted with and a group which was willing to help one another in any respect.

5. Any conference or institute which could be guided by the type of capable leaders of this institute couldn't help but be a success. All the people involved from the top man to the very bottom man, were most willing and always ready to help in any shape or form. And our particular thanks to Anita Whittle for her always beautiful smile and her willingness to help at anytime or place.

6. Question:

   This has been the concern of many people who attended the workshop--after returning home to our jobs and full time employment, with all the information and knowledge we received this week, how will we ever have time to use it all?

I'm sure none of us will use all the methods and valuable information the first day on the job, but it is our sincere hopes that a year from now, we may all look back and truthfully say: These improvements or advancements that I've made this past nine or twelve months were the direct result of the institute I attended in Corvallis.

THANKS FOR A JOB WELL DONE!

# APPENDIX E

September 5, 1968

Mr. Cas Heilman, Director
Vocational Leadership Institute
School of Education
Oregon State University
Corvallis, Oregon 97330

Dear Cas:

Enclosed is a paper outlining a program of action to be used in working with our local supervisors for the coming year. I have given you the background information on this paper previously.

I am not going to say that my attendance at the institute has led directly to attempting a change in our local supervisors; but it has caused me to stop and examine various ways to improve the effectiveness of these persons to one district. I do think the institute has caused me to consciously examine a problem I knew existed and to lay out a systematic plan of action.

I am becoming more aware of the value of the institute in my work. As problems arise in everyday routine, I find myself thinking back to some of the things that were discussed at the institute and have made some decisions differently because of this past experience at Oregon State University. These things are hard to evaluate at the present time.

We are in the midst of our busy season as you must be also. Hope to see you at the AVA and the best of luck to you.

Sincerely,

September 5, 1968

Mr. Cas Heilman
Oregon State University
School of Education
Corvallis, Oregon 97331

Dear Cas:

I would like to again express my appreciation for the opportunity of attending the institute in Corvallis. I have never attended a workshop or institute that has been of more benefit to me.

It seems as if every time I have been placed in any position of leadership that something that happened during this institute comes to my mind and is of great benefit. This was especially beneficial to me in our meeting with all of our vocational and technical and industrial arts teachers. (We have about 160 teachers here in __________). I am enclosing some of the different techniques used during these meetings.

Again may I express my thanks to you and all of your co-workers at Oregon State. Looking forward to seeing you at A. V. A. Be sure to come by our way if at all possible.

Sincerely,

# PARTICIPANT FOLLOW-UP QUESTIONNAIRE

## SHOWING LONG-RANGE RESULTS OF THE LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES

I. Was The Plan of Action you selected during the Institute one that was carried through upon return to your community? Yes__ No__

II. Rate the extent you believe you have accomplished your Plan of Action:

| 0 | 3 | 5 |
|---|---|---|
| Have Not Yet Begun | Achieved | Completely Achieved |

III. What other leadership behaviors have changed as a result of the Institute? (Be specific and brief; write short phrases)

a)

b)

c)

d)

e)

IV. Rate your reactions to the changes you see evidenced within your functioning since you participated in this Institute:

| | No | To Some Extent | Yes |
|---|---|---|---|
| a) You now feel less tension as a leader. | | | |
| b) You are more comfortable in group meetings. | | | |
| c) You are more aware of providing public information. | | | |
| d) You do a better job of planning your leadership role. | | | |
| e) You are thinking more in terms of Special Needs. | | | |
| f) You are planning for research. | | | |
| g) You make necessary changes more easily. | | | |

| | No | To Some Extent | Yes |
|---|---|---|---|
| **h) You try to involve the public more.** | | | |
| **i) Your evaluation is more pertinent.** | | | |
| **j) You are more aware of needs of disadvantaged.** | | | |
| **k) You are keeping current with Federal legislation.** | | | |
| **l) You are assisting others to use simulation material.** | | | |

**V. Are you now assigned more responsibility as a result of the Institute learnings? Yes___No___**

## LETTER TO NON-PARTICIPANTS

February 3, 1969

Dear

Late last summer you cooperated with us, Oregon State University, by completing a confidence level rating instrument. Perhaps you realized that you have served as a member of a "Control Group" of educators as a result of contact, but not actively participating in the Leadership Development Institute for Vocational and Technical Education Personnel in the Western States held on the Oregon State University campus July 28 through August 3, 1968.

As a requirement for receiving funds for such an institute through the Office of Education, and in anticipation of establishing additional institutes, we are asking you to complete the "Confidence Level" form one last time, to establish a long-range Institute rating.

If you can complete the "Confidence Level" evaluation quite soon, it will enable our staff to send in a Final Report to the Office of Education that will provide evidence of long-range projections. Therefore, we would appreciate receiving this information by February 14. We are enclosing a stamped, self-addressed envelope for your convenience in returning the form to us.

Thank you for working with us.

Sincerely,

Cas Heilman
Institute Director

CH/cw

Enc. Confidence Level form
stamped, addressed envelope

## LETTER TO PARTICIPANTS

February 20, 1969

Dear

We are again asking for your assistance as a participant in the Leadership Development Institute for Vocational and Technical Education Personnel in the Western States held on the Oregon State University campus July 28 through August 3, 1968. One of the requirements for receiving funds through the Office of Education for an institute is that there must be a long range follow-up. We are asking you, as a participant, to complete the enclosed instruments as a part of the final evaluation.

If you would check your reaction on these instruments and return them in the stamped, self-addressed envelope by February 28, 1969, we will be able to make our Final Report to the Office of Education. As soon as the Final Report is approved, you will be sent a copy.

Oregon State University will be making every effort to provide the most satisfactory vocational education training to educators.

Thank you for cooperating with us by providing the requested information. It is always a pleasure to be associated with you.

Sincerely,

Cas Heilman
Institute Director

CH/cw

Enc. Confidence Level form
Participant Follow-Up Questionnaire
stamped, self-addressed envelope

## Appendix F

### Follow-up letters from Director:

Thanks to consultants.

Thanks with information about grades.

Newsletters (two).
    Including resume of Participants'
    Plan of Action.

August 21, 1968

I hope this letter finds you safely home, rested and eager to go to work. It was indeed our pleasure having you as one of the participants at the institute. Never have I seen a group with more enthusiasm, interest and dedication. I am convinced that you will make an impact on vocational education from your position.

I would like to take this opportunity to thank you for the beautiful walnut nut bowl. It was very thoughtful and a most unexpected reward after such an enjoyable week.

At this time we are planning to attend the AVA Convention in Dallas during December. If we can assist you in being released and/or sent, please let us know.

We have received some very fine feedback from both participants and consultants. In each case they recognized the group as being outstanding and a pleasure to work with.

Anita Whittle, Henry TenPas, Mel Miller and the interns send their regards. We hope to hear from you soon but if not, perhaps we will see you at AVA.

Thanks again for your outstanding contribution during the institute.

Sincerely,

Cas Heilman
Institute Director

CH/sm
Encs.

August 21, 1968

I hope this letter finds you safely home, rested and eager to go to work. It was indeed our pleasure having you as one of the participants at the institute. Never have I seen a group with more enthusiasm, interest and dedication. I am convinced that you will make an impact on vocational education from your position.

I would like to take this opportunity to thank you for the beautiful walnut nut bowl. It was very thoughtful and a most unexpected reward after such an enjoyable week.

You should receive your grade card shortly. You will note that it is an incomplete, which is the grade I gave everyone for the time being. I will make out final grades on approximately September 9, 1968. This will allow time for all the final action plans to be returned. We will notify you of your grade shortly thereafter.

At this time we are planning to attend the AVA Convention in Dallas during December. If we can assist you in being released and/or sent, please let us know.

We have received some very fine feedback from both participants and consultants. In each case they recognized the group as being outstanding and a pleasure to work with.

Anita Whittle, Henry TenPas, Mel Miller and the interns send their regards. We hope to hear from you soon but if not, perhaps we will see you at AVA.

Thanks again for your outstanding contribution during the institute.

Sincerely,

Cas Heilman
Institute Director

CH/sm
Encs.

OREGON STATE UNIVERSITY
DIVISION OF VOCATIONAL,
ADULT AND COMMUNITY
COLLEGE EDUCATION

CORVALLIS, OREGON 97331
BENTON HALL 102

September 20, 1968

**MEMO TO:** Participants of the Leadership Development Institute for Vocational and Technical Education Personnel in the Twenty Western States

**FROM:** Cas Heilman, Institute Director

**SUBJECT:** Institute Newsletter

TREMENDOUS!!! That's the only way to explain the fine feedback we have received from the Institute participants. It has been extremely rewarding to receive your materials and responses. I hope this brief letter can in some way illustrate to you the types of action being taken by various individuals.

Before going into the detail plans however, I would like to touch on a few other topics.

* Grades - for those of you that registered for credit, you received an incomplete by mail. Grades have now been turned in. If you would like a copy, it will be necessary for you to write the Registrars Office here at O.S.U. and:
(1) request notification of your grade (no charge) or
(2) ask for a student (unofficial transcript) (10 cents) or
(3) ask for an official transcript ($1.00)

* AVA Convention - It looks like we will make it to the AVA Convention after all. I hope many of you will be able to attend also. I have scheduled a dinner meeting from 6:30 - 9:30 p.m., Wednesday evening, December 11, 1968 for us to meet, renew friendships and continue our follow-up. I will be in Dallas for most of that week, so if for any reason you should like to get together individually, let me know so we can make plans. We need a fairly accurate count of those who will be in attendance, so please notify me as soon as possible if you plan to attend. If I can be of any assistance to you in enabling you to attend, let me know.

* Consultant responses - Thought you would be pleased to know that feedback from the consultants was most complimentary.

Invariably they commented on the quality of participants and the unique comradeship that developed in such a short time.

* Future Institutes - One of the consultants suggested that this Institute be continued next year in an effort to expand horizons and become more specific. I would be interested in your reactions and what type of program would best suit you as a follow-up institute participant.

* Bibliography - We got such a great response to our bibliography request that our secretary is still working on them. They look great, all forty pages of them. We will send them to you shortly.

Now back to our plans of action. As we encouraged and expected, the plans of action range from brief, short-term plans to extensive proposals and programs. All have merit. I would like to share with you, very briefly, the titles or topics and whatever description is necessary. If you have ideas or specific interest in some of the plans, get in contact with the respective individual. Continue your feedback and thanks for your contributions to Vocational Education.

| Name | Description of his/her plan of action |
|---|---|
| Philip Bishop | To provide vocational-education counseling on a small group basis in an atmosphere to self-exploration. |
| Larry Blake | My project is to assist in bringing information concerning present activities and future trends in occupational education to this board so that future planning might be more realistic in terms of student and state needs. |
| Tom Bogetich | To produce by February 15, 1969 an audio-visual presentation for the purposes of continuing the efforts of the Vocational Unit of the Orange County Schools Office in promoting and extending the occupational offerings in the county's forty-three high schools and six junior colleges. |
| Orval Bradley | Purpose next year is to implement a designed program of in-service teacher training. This program will be a combination of existing qualified academic and vocational-technical personnel, |

| Name | Description of his/her plan of action |
|---|---|
| | state department staff, business and industrial trainers concentrating toward the professional upgrading of Vo-tech instructors. |
| Orville Buesing | The purpose of this study is to determine if there is a correlation between grades a student receives in general education courses and vocational trade classes. Whether grades in general education classes can be used with any degree of reliability as selection criteria for prediction of vocational student success will be explored. |
| Robert Dorak | The new vocational education teacher will demonstrate his ability to use four out of ten leadership techniques presented during a teacher orientation program at the University of New Mexico. |
| Gordon Galbraith | Develop resources and procedure for visitation to orientate and supervise new Vocational Agriculture teachers in Oregon. |
| Dale Gibson | To improve articulation between the high school programs offered in Pinal county and those of Central Arizona College as well as the State Department of Vocational Education. |
| Horace Griffitts | The basic purpose of this plan of action is to extend and expand on the presently existing small body of information on the needs for curriculum innovation in business and office occupations education, and to identify and develop basic techniques which curriculum planners may employ in developing innovative business and office occupation curricula. |
| Marge Harouff | Increase awareness of the importance of and opportunities for career preparation utilizing the skills and abilities found in the field of home economics.<br>Encourage school administrators throughout Nebraska to analyze the occupational training |

| Name | Description of his/her plan of action |
|---|---|
| | presently available for girls in their schools and thereby demonstrate the need for additional occupational classes in home economics. |
| Annice Jahn | Long range goal - overall evaluation of entire Vocational program in Fort Worth schools.<br>Short range goals - Evaluation of business education program only. |
| Hilbert Kahl | Expand the Information Network Working Committee to include all of the areas of northeastern Colorado and begin working jointly for the formation of an area vocational school and vocational programs for all ages in the entire area. |
| Shirley Kiehn | I hope to implement techniques and skills and knowledge obtained to better manage and lead the learning in the methods of teaching vocational homemaking classes which I will teach during the coming year. |
| Ramon LaGrandeur | To develop a cooperative work experience educational program in mid-management at Lane Community College. |
| Donald Lindahl | In the school system that I represent, we are faced with the problem of providing a new vital and workable program for "youth with special needs" in our area. |
| John May | Present ideas for one or two evaluations of On-the-Job Training Programs as they presently exist; explain the instrument to be used and decide on dates.<br>Impart information relative to study of vocational needs of students in the community at the high school level; projecting a three to five year plan.<br>Discuss the need for a full time Vocational Coordinator for all Vocational Education in the school district. |

| Name | Description of his/her plan of action |
|---|---|
| John Munn | My objective is to act as a change agent by devising (or discovering) and applying methods which can contribute to increased enrollment in Vocational Business and Office Education programs at the secondary level. |
| Art Nelson | After the study, I would hope all school districts in the area would evaluate their programs in view of the findings and renew their prime effort in making changes where needed. Perhaps the study will allow better understanding of the needs of teachers and students relating to curriculum content and planning, objectives of the schools and evaluation.<br>This study should bring into focus the needs in better techniques for programs of vocational guidance and counseling. |
| Roger Olson | I would hope to utilize the information and leadership techniques which I was confronted with at the Leadership Institute to promote public relations programs with the community; to more effectively work with the various advisory committees within the scope of my work; and perhaps more important, to provide leadership for our vocational teaching staff, to develop in them a sense of pride and meaning in their work, as well as to aid them in any possible way to make their tasks more effective and personally satisfying. |
| Richard Ooka | A plan-of-action that is well thought out and includes the involvement of instructors and trainees as well as the administrative staff.<br>A trainee handbook that is comprehensive, easy to use, not expensive and a handbook in which additions, deletions, and changes can be made with ease. |
| John Orr | One, bring the ERIC system to our school district. Two, introduce new techniques of leadership into |

| Name | Description of his/her plan of action |
|---|---|
| | our meetings, and three, I intend to change the direction of an ESEA Title III project now approved to establish a Research Center for eight eastern Nevada counties within my district. |
| Jim Piercey | Goals:<br>1. Enabling articulation<br>2. Incentive for professional growth<br>3. Improved Image<br>4. Induction of needed programs<br>5. Creation of student retention methods<br>6. Greater challenges and satisfactions<br>7. Participation of regional lay groups<br>8. Descriptive communications |
| Leland Pope | Proposed changes in the Gallup High School Business Education program due to the installation of the 1620 Computer Complex. |
| Preston Price | This Vocational Technical Program Development will be in effect during the current year and will develop an awareness of the "world of work" in students involved. The ultimate objective of this will be to help students make realistic vocational choices. All teachers will be in a position to better help students develop educational programs that will enable each student to fulfill his ultimate objective of a happy and successful vocation. |
| Waldemar Roethig | To change the environmental setting to establish a basis for communication. |
| Alice Ross | Develop an Advisory Committee. |
| Duston Scudder | Develop mid-management level program in Consumer Finance Management. |
| John Shryock | To develop a cooperative Occupational Education Program for the Denver Public Schools. |
| Lyle Teppen | The problem is to sell local supervisors on the importance of vocational - technical programs |

| Name | Description of his/her plan of action |
|---|---|
| | and to gain their enthusiastic support for these programs in their respective communities. We sponsor classes, in some cases 70 miles from our central office, in 23 different communities. |
| Lester Whittle | Short range goals - Establish advisory committees. Establish my program by implementing Vocational Specialist teaching.<br>Long range goals - Establish the second stage of VEST - expanding to articulation and involve faculty in the present academic and general education forces. To close the gap in the 9th and 10th level - implementing a new program of exploration, planning, and direction from students interest, ability and desires. Giving time of planning at least of the last two years in high school. |
| Earl Wineinger | To develop a plan of action for acting as a change agent in implementing occupational awareness and exploration of education programs in smaller Kansas High Schools with current vocational education program in agriculture and/or home ec. |
| Elmer Wirta | The rapid expansion of vocational education programs in this state has led to a dearth of qualified administrators of the programs, and to fill the need, a greater number of classroom teachers must be recruited to fill the gap. The State Division of Vocational Education has developed intern programs that will fill part of the requirements. |
| Woodrow Wold | We want to have the Center for Allied Health Occupations training programs in Bozeman for the state of Montana. |

# Appendix G

## Six Months Follow-up:

Participant follow-up questionnaire.

Participant follow-up questionnaire response.

Table IV

Confidence level rating by Institute participants showing pre- and post-institute and six months follow up.

Figure I

Leadership ability rating of Institute participants by supervisors prior to and six months following.

Table V

Comparison of Institute participant and non-participant confidence level (pre-Institute).

Figure II

Comparison of participant and non-participant confidence level (six months follow-up).

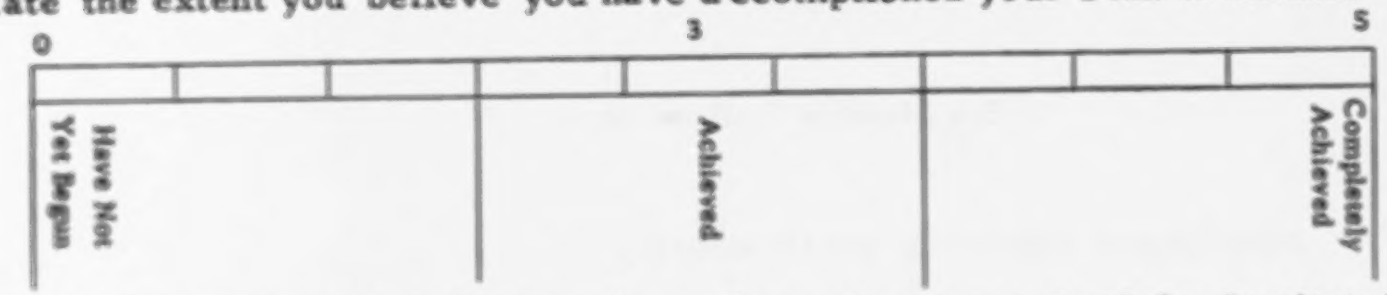
Figure III

## PARTICIPANT FOLLOW-UP QUESTIONNAIRE

SHOWING LONG-RANGE RESULTS OF THE LEADERSHIP DEVELOPMENT INSTITUTE FOR VOCATIONAL AND TECHNICAL EDUCATION PERSONNEL IN THE TWENTY WESTERN STATES.

**I. Was the Plan of Action you selected during the Institute one that was carried through upon return to your community? Yes____ No____**

**I. Rate the extent you believe you have accomplished your Plan of Action:**



**I. What other leadership behaviors have changed as a result of the Institute? (Be specific and brief; write short phrases)**

a)

b)

c)

d)

e)

**V. Rate your reactions to the changes you see evidenced within your functioning since you participated in this Institute:**

| | No | To Some Extent | Yes |
|---|---|---|---|
| a) You now feel less tension as a leader. | | | |
| b) You are more comfortable in group meetings. | | | |
| c) You are more aware of providing public information. | | | |
| d) You do a better job of planning your leadership role. | | | |
| e) You are thinking more in terms of Special Needs. | | | |
| f) You are planning for research. | | | |
| g) You make necessary changes more easily. | | | |
| h) You try to involve the public more. | | | |
| i) Your evaluation is more pertinent. | | | |
| j) You are more aware of needs of disadvantaged. | | | |
| k) You are keeping current with Federal legislation. | | | |
| l) You are assisting others to use simulation material. | | | |

**V. Are you now assigned more responsibility as a result of the Institute learnings? Yes ____ No ____**

# PARTICIPANT FOLLOW-UP QUESTIONNAIRE

I. **Was the Plan of Action you selected during the Institute one that was carried through upon return to your community? Yes 19 No 4**

II. **Rate the extent you believe you have accomplished your Plan of Action:**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 0 | | | | 3 | | | | 5 |
| 0 | 0 | 2 | 4 | 5 | 4 | 3 | 3 | 1 |
| Have Not Yet Begun | | | | Achieved | | | | Completely Achieved |

III. **The following responses were selected from more than fifty submitted by the participants. They represent the general feelings expressed by the group. All comments were not included to avoid duplication. The question on the questionnaire was: What other leadership behaviors have changed as a result of the Institute?**

1. More easily able to involve staff in policy making.
2. Better organization of vocational programs with other academic activities.
3. Utilization of formal planning and in-service work for vocational staff.
4. More willing to change.
5. Emphasize all vocational education when possible.
6. Developing curriculum suitable to the disadvantaged.
7. Using ERIC for necessary information more easily.
8. Involving the public much more with vocational education.
9. Developing longer range plans than before.
10. I am more aware of my impact on others.
11. More conscious of legislation and its impact on education.
12. Greater personal enthusiasm and self-confidence.
13. Greater effort to "see self as others do."
14. Deeper sense of commitment to program.
15. Able to communicate better with state and federal personnel.
16. Better understanding of the need for leadership in vocational education.
17. Greater ability to work with others and understand their behavior.
18. More aware of special needs related to different groups, including disadvantaged.
19. Doing an improved job of comprehensive program planning.
20. Use of group leadership techniques.
21. Question my own reasons and motivations with objective attitude.
22. I have been able to delegate greater responsibility to subordinates and yet retain the authority.
23. Better understanding of myself.
24. Volunteer for promotional appearances.
25. More aware of the reasons for the present day drop out problems at high school level. (No connection between classroom and job orientation.)
26. The importance of vocational training for the handicapped.
27. More aware of the rewards of satisfaction of a good end product from any good vocational program.
28. A better concept of program evaluation.

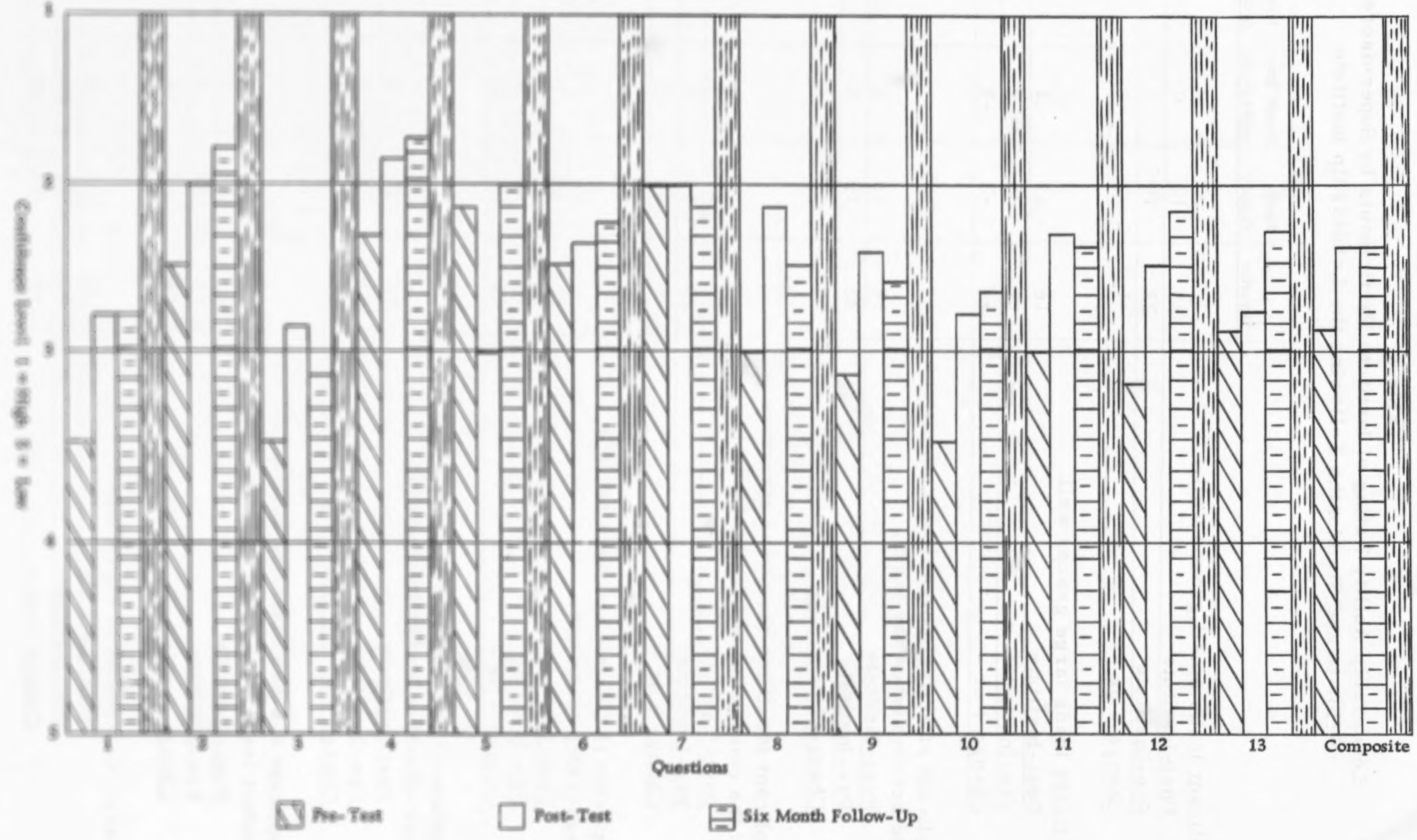
**IV.** **Rate your reactions to the changes you see evidenced within your functioning since you participated in this Institute:**

| | No | To Some Extent | Yes |
|---|---|---|---|
| **a. You now feel less tension as a leader.** | 2 | 6 | 15 |
| **b. You are more comfortable in group meetings.** | 1 | 7 | 15 |
| **c. You are more aware of providing public information.** | 0 | 5 | 18 |
| **d. You do a better job of planning your leadership role.** | 0 | 5 | 18 |
| **e. You are thinking more in terms of Special Needs.** | 1 | 6 | 16 |
| **f. You are planning for research.** | 1 | 15 | 7 |
| **g. You make necessary changes more easily.** | 1 | 11 | 10 |
| **h. You try to involve the public more.** | 0 | 11 | 12 |
| **i. Your evaluation is more pertinent.** | 0 | 12 | 11 |
| **j. You are more aware of needs of disadvantaged.** | 1 | 7 | 15 |
| **k. You are keeping current with federal legislation.** | 0 | 6 | 17 |
| **l. You are assisting others to use simulation material.** | 2 | 10 | 11 |
| **Summary: Composite of all ratings.** | 9 | 107 | 165 |

**V.** **Are you now assigned more responsibility as a result of the Insitute learning?**
**Yes** 13 **No** 10

Figure I

Confidence Level Rating By Institute Participants
(Pre-Institute, Post-Institute and Six Month Follow-Up)



## Table V

### Leadership Ability Rating of Institute Participants by Supervisors Prior to and Six Months Following the Leadership Institute.

| | Superior | Satis-factory | Needs Im-provement | Unsatis-factory | Cannot Evaluate |
|---|---|---|---|---|---|
| 1. Applicant leads small groups well. | | | | | |
| Post-Institute | 23 | 17 | 0 | 0 | 1 |
| Pre-Institute | 22 | 19 | 1 | 0 | 0 |
| Change + or - | +1 | -2 | -1 | 0 | +1 |
| 2. Applicant leads large groups well. | | | | | |
| Post-Institute | 16 | 23 | 1 | 0 | 1 |
| Pre-Institute | 12 | 25 | 4 | 0 | 1 |
| Change + or - | +4 | -2 | -3 | 0 | 0 |
| 3. Applicant effectively organizes committees and accomplishes the tasks. | | | | | |
| Post-Institute | 18 | 18 | 2 | 0 | 3 |
| Pre-Institute | 22 | 15 | 4 | 0 | 1 |
| Change + or - | -4 | +3 | -2 | 0 | +2 |
| 4. Applicant identifies the power structure of the community and understands it. | | | | | |
| Post-Institute | 14 | 21 | 3 | 0 | 2 |
| Pre-Institute | 20 | 13 | 6 | 0 | 3 |
| Change + or - | -6 | +8 | -3 | 0 | -1 |
| 5. Applicant is flexible and uses various leadership techniques. | | | | | |
| Post-Institute | 21 | 18 | 1 | 0 | 1 |
| Pre-Institute | 17 | 21 | 3 | 0 | 1 |
| Change + or - | +4 | -3 | -2 | 0 | 0 |
| 6. Applicant has potential for becoming a more effective leader in education. | | | | | |
| Post-Institute | 24 | 11 | 5 | 0 | 1 |
| Pre-Institute | 33 | 6 | 1 | 0 | 0 |
| Change + or - | -9 | +5 | +4 | 0 | +1 |
| 7. Applicant has demonstrated ability to conduct leadership roles at state level. | | | | | |
| Post-Institute | 20 | 11 | 2 | 0 | 5 |
| Pre-Institute | 16 | 18 | 4 | 0 | 4 |
| Change + or - | +4 | -7 | -2 | 0 | +1 |
| Summary: Composite of all ratings. | | | | | |
| Post-Institute | 136 | 121 | 14 | 0 | 14 |
| Pre-Institute | 142 | 117 | 23 | 0 | 10 |
| Change + or - | -6 | +4 | -9 | 0 | +4 |

Figure II

Comparison of Institute Participant and Non-Participant Confidence Level (Pre-Institute)

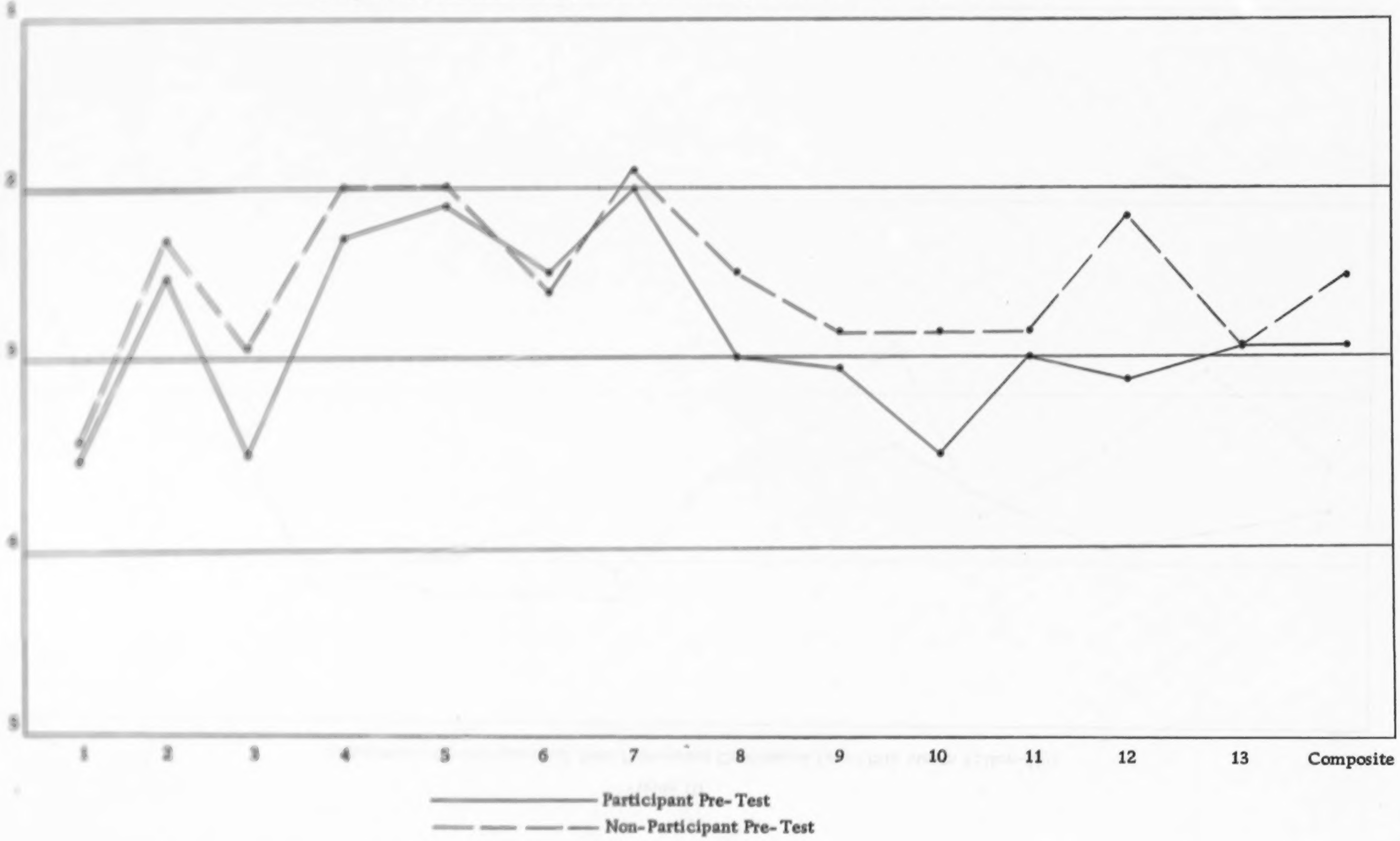
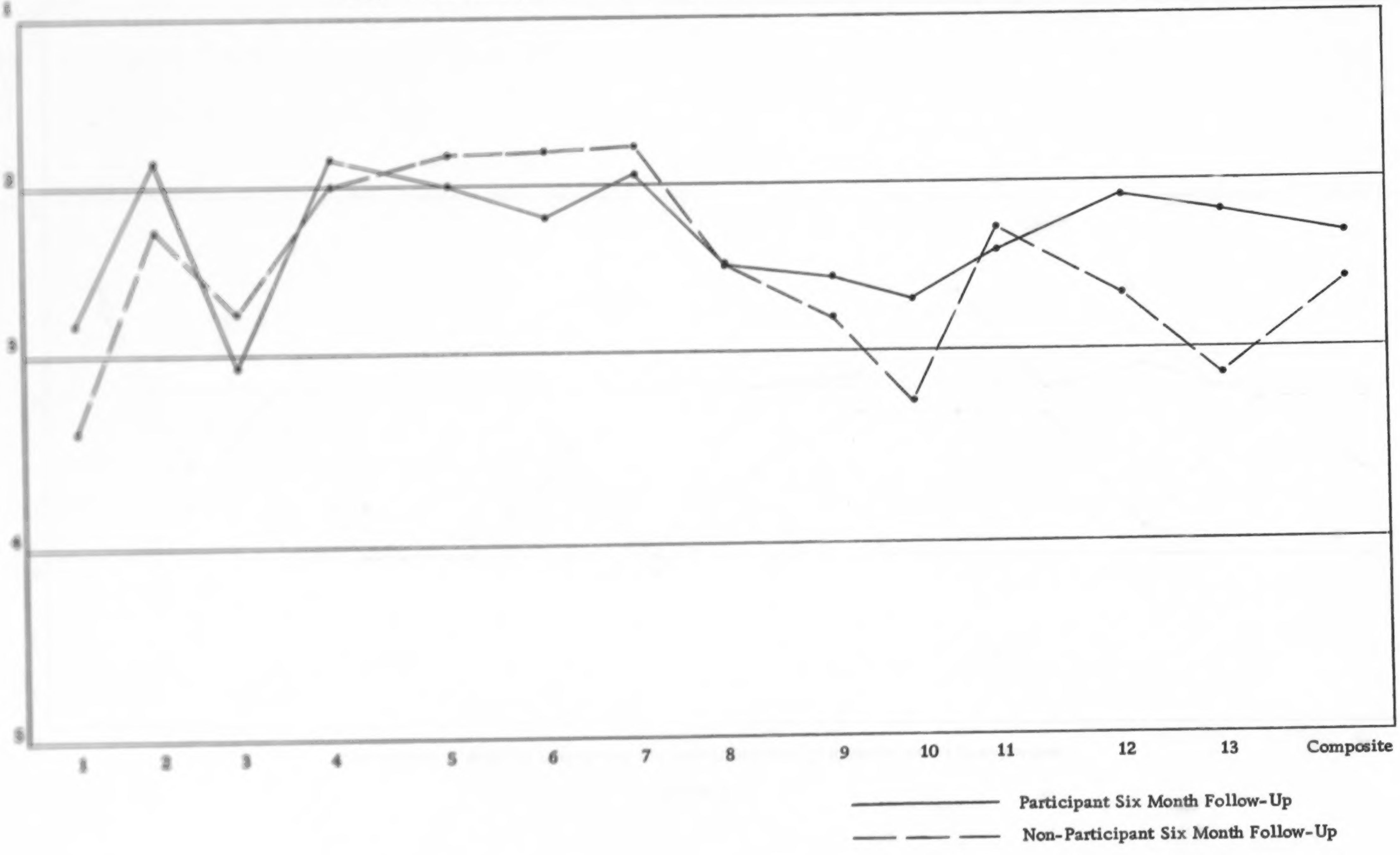


Figure III

Comparison of Participant and Non-Participant Confidence Level (Six Month Follow-Up)


1
2
3
4
5
1
2
3
4
5
6
7
8
9
10
11
12
13
Composite
Participant Six Month Follow-Up
Non-Participant Six Month Follow-Up